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AUTHOR	Devlin, Sandy; And Others
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ABSTRACT

The Project Prevention curriculum is specifically designed for the prevention of substance abuse among students with disabilities and was piloted in 10 classrooms serving students with mild, moderate, and severe disabilities. This component of the curriculum is intended for secondary students and includes four sections with a total of 67 lesson plans which address: (1) self-esteem; (2) social skills; (3) decision making; and (4) drug awareness. Although the activities are designed to be implemented in sequential order, a teacher can also use individual activities which best suit the students involved. Information provided for each activity includes recommended time allotment, needed materials, procedures, and worksheets or handouts. Examples of activities include: becoming more aware of emotions and ways to maintain self-control, understanding friendship, identifying personal values, asserting oneself, and learning about marijuana and its effects on the body. A glossary defines terms that may be unfamiliar to students. (Contains 15 references.) (DB)

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ED 401 702

Project Prevention - A Curriculum Specifically Designed to Prevent Illegal Drug Use Among Students with Disabilities

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Dr. Sandy Devlin, Project Director
Ms. Kim Mattox, Project Manager
Ms. Susan Keith, Project Assistant

Mississippi State University

EC305204

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Secondary

PROJECT PREVENTION

DEVLIN
MATTOX
KEITH

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Introduction

Current literature in the field of alcohol and drug use indicates that students with low self-esteem, poor peer relations, low academic achievement, and a lack of knowledge about the dangers of drugs are more likely to become substance abusers. These factors are all indicative of students with special needs. Unfortunately, history has shown us that these students are using drugs at an earlier age than their non-disabled peers and that they tend to skip the "gateway" drugs of alcohol and tobacco and move on to more "sophisticated" drug use early.

Project Prevention is a curriculum specifically designed for the prevention of substance abuse among students with disabilities. While there are a multitude of drug prevention materials available, few have been developed with diverse learning and behavioral styles in mind. Project Prevention grew out of a need for such materials. Through collaboration with special education teachers, Project Prevention was written and then piloted in ten classrooms serving students with mild, moderate, and severe disabilities.

The program is divided into an elementary section and a secondary section. Each section is broken into four components entitled self-esteem, social skills, decision making, and drug awareness. The components contain fun activities designed to promote development in each of the focus areas. Program activities empower students to be good decision makers and to foster positive self-image, thus reducing the potential for such self-defeating behavior as using drugs and alcohol.

Project Prevention can be easily incorporated into any classroom schedule. The activities are interactive and involve teaching and learning strategies that have been found to be fun and meaningful to students as well as teachers.

It is recommended that activities be implemented in sequential order, however, given the diversity of today's classroom you may find it necessary to choose activities based on the developmental level of your students. For example, some secondary students may benefit from some of the more age appropriate elementary activities before beginning the secondary section. Project Prevention is flexible enough to allow the teacher to pick and choose which activities best suit the students.

Because students with disabilities are often perceived as different, they often suffer from the variables found to be highly correlated to drug and alcohol use. Project Prevention can serve as a way for teachers to systematically address the problems of low self-esteem, poor peer relationships, lack of decision making skills, and lack of knowledge about the dangers of drug use.

Please use this curriculum in an effort to help your students develop to their fullest potential - socially, emotionally, physically, and intellectually. It is possible for teachers of unique children to be instigators of change, to work to make sure that history does not repeat itself where their futures are concerned. A good teacher creates chances for new beginnings.

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SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: Concerns About Growing Up

TIME: 45-55 minutes

FOCUS: *Students will discuss their fears of growing up.*

MATERIALS: Tape recorder and microphone

PROCEDURES:

1. Introduce this class session by stating that today they will be producing a talk show like Oprah Winfrey or Arsenio Hall. One person will be the talk show host and the others will be the guests or the audience. Students will be reminded that they must have the microphone before they can speak, so only one person can speak at a time.

2. Play the part of the talk show host at first to give students an example to follow. Ask students if they have any fears of growing up? Gangs? Drugs? Pregnancy? AIDS? When students are comfortable being the host, then allow them to take turns and take over that role. The students should be encouraged to play the part of the host since students may respond more readily to their peers.

3. Discuss other fears such as not being able to find a job, having to be totally responsible for yourself, and the possibility of being a failure at whatever you do.

4. While students will be led to think about and respond to many questions, encourage students to state their opinions and to draw conclusions about what their classmates and teacher say.

5. Students will be expected to offer some solutions for the problems and fears which are expressed. For example:
   - if the fear is drugs, students will tell how to say no and stick together to accomplish their goal,

   - if the fear is failure on the job, students will tell how to better prepare for the work place,

6. Emphasize the importance of going to a trusted adult when problems/fears become too complex to handle on their own. Examples of trusted adults: parents, school counselor, preacher or teacher.

7. Teachers may want to have the host focus on specific topics. For example, one session may deal specifically with job related fears while another may focus on the fear of AIDS. Teacher led topics may suit some classrooms better.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: My Self-Improvement Diary

TIME: 10 minutes daily or as needed

FOCUS: *Students will examine their strengths and weaknesses then outline a self-improvement program which will be referred to on a regular basis.*

MATERIALS: Notebook paper
Pencil
Folder

PROCEDURES:

1. Discuss the concept of self-improvement with students. Self-improvement may be defined as improving your personal behavior on your own. Brainstorm different components of self-improvement such as breaking a bad habit, improving listening skills, improving grades, and practicing better hygiene.

2. Write the following statements on the board or pass out copies of statements to students:

   - I could be a better person if I _____.

   - Some ways I can work on these skills or goals are _____.

   - My friends, teachers, and parents could help me by _____.

   - Some good things I think would happen to me as a result are _____.

3. Pass out folders and papers to each student. Inform students they are to make a diary with the paper and folder. Tell them they will record activities in their diary during the semester. This will enable them to keep up with their progress toward a more positive sel-concept.

4. Instruct students to copy the statements on the board on the first page of their diaries and list three or four responses for each. Discuss some of their responses and list on the board.

5. Tell students to regularly record progress made on achieving their goals. It would be beneficial if the students would share this with the teacher to get some advice on how to go about achieving the goals. Stress to students that this is a personal diary and will not be turned in for a grade nor does it have to be shared with anyone.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: Taking Charge of My Life

TIME: 45-55 minutes

FOCUS: *Students will complete a worksheet and then discuss the results in class.*

MATERIALS: Copies of worksheet for each student
Pencil/pen
Chalkboard and chalk or overhead.

PROCEDURES:

1. Introduce the topic for the day and the fact for individuals to be in control and responsible for their actions. Distribute the handouts and instruct students to complete them without sharing answers. Read the handout to the students and answer any questions before they get started. Use open discussion for classrooms where writing skills are poor.

2. Once students have completed the questions, collect papers and lead a discussion about the answers. Ask students to share their responses for each item and write it on the chalkboard. Encourage all students to discuss their responses. Ask students how they feel about their responses and how these statements can help them become more responsible.

3. Encourage openness among students and responses which are carefully thought out. This is especially true for those items dealing with responsibility.

NOTE TO TEACHERS:
Additional time could be devoted to discussing "being responsible for yourself," and how you can demonstrate your skills as a responsible person to win independence and respect from teachers, parents, and your boss.

TAKING CHARGE OF MY LIFE

Fill in an answer for each statement below.

1. I feel good when I do well in

_____.

2. People appreciate me because

_____.

3. I wish people praised or noticed me more when I

_____.

4. I show I am responsible for my behavior and the rest of my life when I

_____.

5. I'd be a bigger help at home and act more responsibly if I

_____.

6. People respect me because I

_____.

7. People might respect me more if I'd

_____.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: Friday's Check-up

TIME: Unlimited (may be used daily, weekly, monthly)

FOCUS: *The students will become aware of how responsible they are by charting progress made with behavioral change.*

MATERIALS: Charts (2)

PROCEDURES:

1. Explain the purpose of evaluations and how they help people improve skills and performance. Evaluations are used to report personal progress.

2. Give each student an evaluation sheet. Read and discuss the printed instructions for completing the evaluation sheet. Stress to each student that honesty is very important for completing the questions. Specify the time frame this evaluation will cover (will it be done each day, week, month). Allow students to add two other behaviors they wish to focus on.

3. Discuss briefly with the class what is meant by "a change in behavior." Explain that sometimes a real effort has to be made in order to make a positive change. By using the evaluation sheets students can make a conscious effort to make changes and become aware of their day to day behavior.

NOTE TO TEACHERS:

This activity would be most effective if used on a daily basis. The behaviors will vary from class to class or from student to student. This evaluation could also be used by teachers to chart each student's progress throughout the year or semester to enable them to keep in touch with students' behaviors.

NAME_____**DATE**_____

SELF EVALUATION - PART A

Rate yourself on the following activities:
Put an X next to the word that best describes your behavior.

	ALWAYS	USUALLY	SOMETIMES	NEVER
Came to school on time				
Come to school every day				
Prepared for class				
Finish assignments				
Turn in assignments				
Respect others				

SELF EVALUATION - PART B

PUT A CIRCLE AROUND EACH DAY'S LETTER SYMBOL FOR EACH BEHAVIOR YOU EXHIBITED DURING THE WEEK.

1. Came to school	M	TU	W	TH	FRI
2. Came to school on time	M	TU	W	TH →	FRI
3. Brought pencil and paper to school	M	TU	W	TH	FRI
4. Turned in assignments	M	TU	W	TH	FRI
5. Finished assignments	M	TU	W	TH	FRI
6. Respected others	M	TU	W	TH	FRI

At the end of the week count up the total for each column to show students the increase or decrease in their behaviors.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: My Emotions

TIME: 45-55 minutes

FOCUS: *Students will become aware of their emotions and how to maintain self-control.*

MATERIALS: None

PROCEDURES:

1. Talk to students about control of emotions and the need to talk through rough emotional times with friends, parents, or a counselor. Stress how common it is for teens to have swings in their emotions, but that it is healthy to discuss problems and emotions with someone who is supportive but mature enough to offer sound advice when it is needed. Dealing with problems by talking through them and then putting them aside is much better than letting them simmer until they reach the point of exploding. Discuss individual problems with emotions and self control; then come up with solutions to situations.

2. Present a series of statements to discuss. Other statements may be added by the teacher or the students may suggest their own. Suggested statements are:

   - I like my best friend because he/she _____.

   - My best friend drives me crazy when he/she _____.

   - I feel uncomfortable when people (talk about, do, act etc.) _____.

- I feel warmest towards others when they _____.

- At school I worry about _____.

- At home I worry about _____.

- I think my teacher (Mr./Mrs.) is (or treats me) _____.

- I think my parents are _____.

- When people won't listen to me I _____.

- When I get angry I want to _____.

- When I don't get my way I _____.

- If things are going my way I feel like _____.

3. Encourage students to find one or two trusted people they can discuss their troubles with so they can avoid having their emotions take control of their lives. Stress that these people need to be trustworthy so your privacy will be protected.

4. Students should be warned of the dangers of staying on an emotional roller coaster since people who are on edge emotionally tend to be at a higher risk for drug use and other risk taking behavior. Stress the importance of talking with a trusted friend or adult. Also, brainstorm with students the activities they can involve themselves in to reduce stress.
Examples:

jogging
reading
taking a walk
playing sports
taking a deep breath and counting to twenty-five.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: When I Do Not Get Along With Others

TIME: 45-55 minutes

FOCUS: *Students will examine their own lives to discover why they occasionally do not get along with others.*

MATERIALS: Self-Improvement Diary

PROCEDURES:

1. Lead the students in a discussion of problems one encounters when one cannot get along with others. Have students provide examples of problems they have had getting along with others and how they have handled them. Suggestions for students on ways to improve their reactions to problems should be provided by the teacher or should be provided by group discussion with teacher feedback.

2. Make copies of the statements listed and pass out to students. Read the statements aloud while the students write their reactions in their diary from previous activity, **My Self-Improvement Diary.**

- People do not understand me when _____.

- Mom fusses at me about _____.

- People do not believe me when _____.

- People think teens are _____.

- Teachers fuss at me about _____.

- My sisters and brothers _____.

- I can help people think better about me by _____.

- My friends think I'm _____.

- Teachers think I'm _____.

- I wish teachers would think I'm _____.

- I wish my friends would help me by _____.

- I wish my parents would help me by _____.

- I wish my siblings would _____.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: My Favorite Superstar

TIME: 30-45 minutes

FOCUS: *Students will analyze characteristics of today's superstars and determine if they should use them as role models.*

MATERIALS: Pencil and paper

PROCEDURES:

1. Students will discuss with classmates their favorite superstars. Pass out pencil and paper. Instruct the students to list the following information:
   - name of superstar
   - their career or job
   - significant contribution to your community, society, or people in general
   - what you like about this person
   - when or how you first became aware of them
   - how you are like them
   - ways you would like to be like them
   - would these ways help you achieve your life goals
   - most memorable thing about them (is that positive or negative?)

2. When students have completed this activity, ask for volunteers to share their information concerning their superstar.

3. Discuss the importance of being yourself. Understand that superstars are real people and have problems too. How they cope with these problems is the key to their success.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: My Favorite Things

TIME: 30-45 minutes

FOCUS: *Students will list their favorite things when read a list of categories by the teacher. Students will discuss class-wide trends that may occur and possible reasons for the trends.*

MATERIALS: Paper and pencil

PROCEDURES:

1. Read the following list to students. Instruct them to write down their favorite in each category (example: color: blue). Suggestions follow for categories:

- magazine	- musician	- athlete
- TV show	- CD/tape	- movie
- color	- food	- class
- teacher	- friend	- sport
- hobby	- time of day	- adult
- career	- wish	- thing about me

2. Divide the students into groups of 3 or 4 to share their responses, noting if their answers frequently match classmates or if their answers are quite different from others. Students will be encouraged to stick with their responses and not change them just because other students' answers don't match theirs.

3. Encourage students to attempt to draw conclusions about how friendships are formed and how people get along based on similar/dissimilar responses. Is there any logic to it? Are friendships based on anything this simple or is it much deeper than this?

4. Discuss whether their likes/dislikes play a part in their acceptance by others. Do they allow their likes/interests to be influenced by the group so that they are accepted?

5. Instruct students to evaluate their likes and decide if their choices tend to be positive, upbeat, and healthy, or negative, gloomy and unhealthy. How will they know? Some of the better indicators might be type of music/musician listened to, magazine read, movie/TV show, and hobby. How are these viewed by most people? As freaky, weird, normal, or boring? Can any of them help you achieve your life's goals? Will any of them get in the way of your goals? Will any of them put you in with groups of people that will help or hinder you with your goals?

6. Discuss the importance of choices we make in life based on our beliefs and interests. We are sometimes influenced by peers to make certain choices, such as the type of music we listen to. Emphasize that all our decisions should reflect our beliefs and not the beliefs of others.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: When I Graduate

TIME: 30 minutes

FOCUS: *Students will project themselves into the future, predicting how their life will be when they graduate from high school and then how it will be when they are forty years old.*

MATERIALS: None

PROCEDURES:

1. The teachers and students will discuss the changes that take place in a student's life between entry into high school and graduation from high school.

2. Each student will be asked to complete the following statements orally:

   When I graduate from high school:

   - people will think I am _____.

   - the most important thing to me will be _____.

   - I will be _____.

   - I plan to _____.

   - my best friends will be doing _____.

3. Students will make predictions for their lives at the age of forty using the same statements.

4. Students will then be asked to evaluate and discuss their responses. Were they realistic? Were they positive? What would it take to achieve them?

5. Discuss the students' responses with them and how they can start working now toward reaching their goals.

   Examples: work more diligently on a skill or ability (writing, playing baseball, being neat, making friends, or helping out at home).

NOTE TO TEACHERS

It may be hard for some students to grasp what they will be doing at the age of 40. Give them examples of people they know who are 40 and how they might answer some of the statements.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: Challenges

TIME: 30-45 minutes

FOCUS: *Students will become aware of situations that are challenging to them and those that make them feel good about themselves.*

MATERIALS: None

PROCEDURES:

1. Provide open-ended sentences for students to complete. Most of the sentences will be about things that challenge the students but the exercise will conclude with sentences dealing with "feeling good about myself" so students do not leave class feeling down.

2. Suggested sentences to complete are listed below. Adaptations to special circumstances are encouraged.

   a. My easiest school subject is _____because _____.

   b. My most difficult school subject is _____because _____.

   c. I find it easy to _____.

d. It is hard for me to _____.

e. It is hard to talk to people when _____.

f. I hope some day I'll learn how to _____.

g. I feel good about myself when people say _____ or do _____.

h. I try to help others feel good by saying _____ or doing _____.

SUBJECT: Self Esteem

LEVEL: Secondary

ACTIVITY: Making Friends

TIME: 30 minutes

FOCUS: *The students will improve their skills in developing friendships, thus enhancing self-esteem.*

MATERIALS: Chalkboard and chalk

PROCEDURES:

1. Begin the lesson by asking for suggestions from students on ways to make friends.

   Example: The list may include walking up to a person and introducing yourself, asking a friend about a person you would like to meet, or simply making eye contact.

2. Discuss what is meant by the expression "best friend." As students voice their opinions, list on the board these statements for the purpose of sharing individual feelings with the class.

3. Ask students, "What happens when two best friends disagree or do not want the same things?" "How can the friendship be maintained without feelings being hurt or the friendship destroyed?" Discuss their ideas and list on the board. Tell students that it is important that they do not personalize the discussion by talking about problems they are having or have had with a friend.

SUBJECT AREA: Self Esteem

LEVEL: Lower Secondary

ACTIVITY: The Sum of Me

TIME: 45 minutes

FOCUS: *The students will demonstrate positive personal attitudes.*

MATERIALS: Pencils
Notebook paper
Worksheet - "Add Me Up"

PROCEDURES:

1. Define the term SELF-AWARENESS. Self-awareness is knowing about oneself or being aware of who you are. Discuss with the students: physical characteristics (how they look), personality traits (neatness, friendly), and abilities (athletic, musical). Further discuss that all these characteristics make up who a person is and that each person is different. This difference is what makes them UNIQUE or SPECIAL!

2. Explain to the students that they are going to be involved in an activity in which they will add up their individual characteristics. Provide an illustration on the board after choosing a student in the classroom as an example: Joe Smith . . . . . .
tall + nice hair cut + fun loving + good student + pleasant = Joe Smith
(physical) (personality traits)

3. Put examples of other students on the board. Let classmates help fill in the blanks. Emphasize that this activity is a self-esteem builder and only positive characteristics will be accepted. Include each category as in the illustration above. After two or three illustrations, pass out the worksheet and give the students five or ten minutes to complete.

4. While students are completing this assignment, list all students' names on the chalkboard in the order in which they are seated in the classroom. When they have finished the worksheets and returned them back to you, inform students you are going to see how well they know one another.

5. Ask the students to raise their hands if they have no objection to their worksheet being read to the class. Read those worksheets one at a time. Ask the students to guess who fits the description you have read to them. Instruct them to raise their hands when they think they know who you are describing. Call on individual students until you have the correct answer.

6. Explain that this activity has attempted to show them that they are each unique because of their individual characteristics. The sum of all parts are what make them special.

7. Instruct students to take their papers home to share with their parents.

" ADD ME UP "

_____

(How I look)

_____

(What I do well)

_____

(What I enjoy)

_____

(Nice things people say about me)

NAME_____DATE_____

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: You Are Wonderful

TIME: 45 minutes

FOCUS: *The students will share a positive trait or quality that they see in another student.*

MATERIALS: 3 x 5 index cards
Pencils

PROCEDURES:

1. Discuss with students that everyone has positive traits - features or characteristics. Write examples of positive traits on the board. Give examples of positive traits you have observed in the students. Pass out index cards and instruct students to write their name on the top of the card and pass them back to you. Explain to students that you are going to pass the cards back out, and they will receive a card with another student's name on it. Instruct students to write something positive about the student whose name is on the card.

2. Explain in detail that only positive words can be used to describe an individual. Here, you may want to assist students by providing a list of positive terms on the board. Ask for suggestions from the class to help make up this list. Emphasize once again that there will be no negative terms used to describe an individual!

3. As the students finish a card they are to pass it to the person to their right. When the card reaches the last row, then the cards will be passed to the teacher, who will read the POSITIVE COMMENTS to the class.

4. Return the cards to the students so that they can keep them to read when they need some positive feedback. Tell the students to repeat the positive comments to themselves every day. Explain that saying positive words to yourself is a healthy way to build self esteem.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: The Group

TIME: 45 minutes

FOCUS: *The student will demonstrate the ability to interact appropriately and effectively in a group situation.*

MATERIALS: Pencils and paper

PROCEDURES:

1. Write the definition of "group" on the board. A group is a cluster of things or people brought together because of common characteristics or causes. Discuss groups with the class. Some of the discussion may touch on good groups or bad groups such as gangs. Explain that groups vary and their purposes for existing can range widely. Some groups are organized and have a name, such as SADD (Students Against Drunk Driving), while others just happen because of time or place (friends, kids playing in a park, classrooms, neighborhoods).

2. Instruct the students to write at least six groups to which they belong or have belonged. Remind the students that groups do not necessarily have to be organized or have names. Name a couple of groups to get students started: church, bus, car pool, class, having the same color hair as other people, etc.

3. Discuss group process - the way the members of the group work or play together. How do they communicate? Is there a leader? Does each member cooperate? Compare a respected group to a group that is not so popular. For example: Fellowship of Christian Athletes and local gang. Illustrate the differences of the groups by answering the questions above.

4. Explain that group task refers to the job or task a group has chosen to take on (making a bulletin board, homecoming game exhibits or taking part in a recycling effort). Instruct the students to tell about a task that they have been a part of recently that can be categorized as a group task. Ask for volunteers to explain what the group task was and how it was accomplished.

5. Review with the class the characteristics that groups are composed of:

    1. What is the group's name?
    2. Who belongs to the group?
    3. What does the group do? What is its purpose?
    4. Is there anything unique about the group?
    5. Does the group have a leader?
    6. Does the group have rules?
    7. How does the group go about getting things done?

NOTE TO TEACHERS:
Teacher may add other qualities to this list that he/she would like to see addressed.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: Classroom Happenings

TIME: One semester or one school year

FOCUS: *To help students develop group loyalty and positive self-concept*

MATERIALS: Paper
Pen
Notebook
Photographs of students

PROCEDURES:

1. Explain to students that they are going to create a class scrapbook. Instruct students to write their names on a piece of paper in a loose leaf notebook you have provided. Glue each student's picture on the page where they have signed their name. Tell them this is their page in the class scrapbook. Explain to the students the purpose of this activity is to develop class loyalty and a positive self-concept. Learning to work together as a group will enhance their perception of belonging and their self-concept.

2. Instruct the students to write three positive self attributes on their page. Inform the students you will ask them to write one accomplishment a day (or a week) in the scrapbook or something positive they did for someone else. The teacher should add something positive each day for each student, also.

3. Include in the scrapbook class trips, parties, projects, personal accomplishments, and special events the class took part in. Keep the scrapbook in a convenient place so students can add to it or look through it at any time. This will help them gain a sense of accomplishment and belonging.

4. Throughout the semester ask the following questions:
   a. What do you feel has been your best accomplishment during this time?
   b. What is the difference in bragging and showing pride in yourself?
   c. Why is it important to recognize your successes?
   d. Does it make you feel good or important when you look at group pictures you are part of?
   e. What was your favorite activity that you took part in?

SUBJECT AREA: Self Esteem

LEVEL: Lower Secondary

ACTIVITY: What About Me

TIME: 30-40 minutes

FOCUS: *The students will develop an understanding of why some messages send the tone, "I don't like you!" or "I care more about him/her than I do you!"*

MATERIALS: Popcorn
Cokes
Timer

PROCEDURES:

1. Tell the class they can have 15-20 minutes of free time to talk quietly with their classmates before class begins. Set the timer so students will know when the time has expired. When the bell is heard they are to return to their seats.

2. As the students visit, the teacher should randomly give out popcorn and coke. Make no mention of the snack and why you are passing it out. As the students talk with each other, the teacher will observe the students' behavior and make mental notes for the discussion which will follow.

3. After the students have returned to their seats they will discuss with the teacher the following:
   - Did the students share their food with other students?
   - Who asked for food?
   - Did the students who had food want it?
   - Who was too loud and had to be controlled?
   - Who behaved appropriately?

4. Ask the students how they felt when the teacher gave them the food? How did those feel who got none? What did they think of the teacher? How did they feel when the food was shared?

5. Discuss ways this exercise relates to life in a family or with friends. Have students give some examples of situations in their family or friendships when someone might feel mistreated or treated different from others.

   EXAMPLES:
   Parents giving praise or rewards for good grades, siblings getting new clothes, having a learning disability, being allowed to grow longer hair, getting the car more, etc.

NOTE TO TEACHERS:
Provide students with ways to handle situations in a positive manner such as talking with parents, friends, or siblings to express their feelings about these perceived differences.

SUBJECT AREA: Self Esteem

LEVEL: Secondary

ACTIVITY: ME - A Success

TIME: 30-45 minutes

FOCUS: *Students will write a brief life story by filling in the blanks on the student worksheet.*

MATERIALS: Student story worksheet

PROCEDURES:

1. Pass out worksheets to students. Explain that the sheets are written as if the students are now in their sixties. Students are to answer the questions as if they are now in their sixties. Give them examples of people they know who are sixty and what they are doing now. Students will be told to be creative about what they write in the blanks so their life story will be interesting to read.

2. Students will be encouraged to carefully think out responses to the statements describing the future since they still have control of it. The early childhood events cannot be changed - but the future is still an open book. Students will be reminded that their daily choices will influence how their life story will eventually be told.

3. Students will complete the story and share the results with classmates.

ME - A Success

My name is _____. I was born in _____ on _____, 19_____. I was a _____ baby. By the age of 10 I was _____ _____.

At the age of 15 I really liked to _____ _____. As a teenager, my interests centered on _____ _____. School was _____. My friends liked to _____ _____ and peer pressure to smoke, drink, and do drugs was _____. I dealt with peer pressure by _____. That made me feel _____. As high school graduation approached, peer pressure became _____ so I _____ _____.

I did so because I _____

_____.

When I was 25 I was_____

_____ and had_____

_____. By 40, I was

_____.

I think I've become _____ in my old

age. My life has been a _____.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: My Journal

TIME: 30 minutes daily

FOCUS: *To help students become aware of the different emotions they face as teenagers and to develop an awareness of the effect different situations have on emotions*

MATERIALS: Notebook paper
Pens
Markers or colored pens
Magazines

PROCEDURES:

1. Explain that this activity deals with feelings and how different situations affect our emotions. List some feeling words on the board: angry, happy, scared, confused, bored, sad, miserable, lonely, furious, silly, shy, and quiet. What are some situations that trigger these emotions?

2. Pass out notebook paper, pens and markers. Tell students they will keep a journal of their feelings, so they can record what emotions they are experiencing each day and how different situations affect their feelings. Tell the students to feel free to decorate their pages with their original drawings or pictures from magazines that are pertinent to the subject of emotions.

3. Instruct students to select three emotions they have experienced, using the list on the board and write one on each page of their journal. Write a sentence or two explaining why they had those feelings. Walk around the room and help students who need help with spelling or expressing themselves. On another page they should write Positive actions by others that make me feel good about myself and Negative actions by others that make me feel bad about myself.

4. Give the students time each week or each day to record in their journals. Students should be given an opportunity to share their thoughts with their classmates.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: Positive Reactions

TIME: 30 minutes

FOCUS: *To help students become aware of strategies for coping with stress*

MATERIALS: Handouts: "Stressed Out" and "Positive Reactions"

PROCEDURES:

1. Discuss with students that everyone occasionally has to deal with problems. Ask how they react to their own problems and how their emotions affect their reactions. Discuss two ways people react to situations: positively and negatively, depending on their feelings at the time. Brainstorm negative reactions and write them on the board. Repeat with positive reactions.

2. Give the students a copy of the "Stressed Out" and "Positive Reactions" handouts. Read the directions for completing the handout. Give the students time to complete the handout. Some classes might be more at ease discussing the handouts than writing their responses.

3. Divide the class into three or four groups. Instruct the groups to share their ideas, then select the two best reactions for each situation.

4. Bring students together and ask each group to share ideas for each situation. Discuss why they chose the reactions they did and if they learned new ways to deal with stressful situations from their group discussions.

5. Discuss the fact that some situations are stressful. Examples: going to a new school, taking a test, participating in a sport. Explain that positive situations can cause stress sometimes, such as a new baby in the home.

6. Ask the students to share times when they have felt stressed and some of the reactions their bodies have to stress: headache, queasy stomach, tiredness, and grumpiness.

7. Encourage students to share ideas of how to cope with stressful situations.

   Examples: exercise, talking about problems with a trusted friend or adult, developing hobbies, and rest

STRESSED OUT

When you feel stressed out you often feel frustration or anger.
Complete these sentences by writing your reactions to stress.

I feel stressed out when_____
_____
_____.

My physical signs of stress are_____
_____.

When I am stressed out my emotions are_____
_____
_____
_____.

The best ways to deal with stress are:
1.

2.

3.

POSITIVE REACTIONS

Directions: For each situation below, write two POSITIVE ways to react, or ways to solve the problem.

1. An older boy is always teasing you on the bus.

2. You have moved to a new town and want to make friends.

3. You feel that your teacher treats you unfairly.

4. You are at home alone for about 3 hours every day and you are bored.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: Help, But Do Not Hurt Feelings

TIME: 30 minutes

FOCUS: *Students will acquire skills in giving and receiving advice without hurting others' feelings.*

MATERIALS: Chalkboard and chalk

PROCEDURES:

1. Define advice. Advice is an opinion about what could be done about a problem. Ask students to recall times they have been given advice. Was it accepted? Was it hurtful? Was it helpful? How could it have been more useful? Write their responses on the board.

2. Tell students that to accept advice that you have asked for you should:
   - maintain a pleasant attitude
   - listen to the suggestion
   - make no excuses
   - thank the person for the suggestion

3. Ask students to recall a time they gave someone advice. What did they say? How did the other person respond? Was the advice accepted? Did they make the other person mad? Were they honest? Write the students' ideas on the board.

4. Tell students that to give good, helpful advice you should:
   - approach the person with a pleasant attitude
   - make a suggestion for improvement (Why don't you try . . .)
   - thank the person for listening

5. Provide an opportunity for students to role-play some situations so they can practice this skill. Suggested topics are given below:

   - Your friend never helps clean up the things you've both used when he comes to visit.
   - Your mom cooks the same thing for dinner because it is quick and easy. You would be glad to help fix something more difficult.
   - The principal keeps on confusing you with one of the tough guys at school who resembles you. You need advice on how to solve this problem.
   - Your brother pesters you all the time. You are about to punch him out, but know you will get in trouble.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: Coping With Name-Calling and Teasing

TIME: 30 minutes

FOCUS: *Students will learn to defuse name-calling incidents.*

MATERIALS: none

PROCEDURES:

1. Ask students what they do when people call them names. List their responses on the board. Have them categorize these lists according to positive and negative.

2. Tell students that the following steps might help them deal with name-calling a little better:
   - take a deep breath
   - look away or walk away
   - remind yourself that you're a good person
   - try to keep calm
   - tell yourself you're above name-calling
   - keep ignoring if it continues
   - talk to someone else

3. Ask students to think of reasons it would be to their advantage to handle name-calling appropriately. Lead them to discover:
   - you can feel better about yourself
   - others will tease you less
   - you can avoid getting in trouble

4. Provide opportunities for students to role-play situations in which they are required to cope with name-calling.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: Can You Get What You Want?

TIME: 30-45 minutes

FOCUS: *Students will discuss acceptable, age-appropriate methods for satisfying their wants effectively.*

MATERIALS: Paper and pencil (optional)
Chalk and chalkboard

PROCEDURES:

1. Tell the students that they will be discussing how to get what they want. Ask them to tell how they go about it now. Record their answers on the board. Ask if they use different methods with the different people they approach who can help them get what they want. Have students discuss their successes and failures in getting what they want.

2. If students have left out any of the following ways of getting things, add them to the list and ask them to describe what happens in each of these instances:
   - throwing a tantrum (whining, sulking, creating a scene)
   - pretending it doesn't matter (sour grapes, my way or no way)
   - giving up (but still want it)
   - bugging (pester until they give up)
   - getting someone else to do it for you
   - giving up (saying "I told you I'd never get it.")
   - manipulating (scheming)

- guilt (manipulation that involves statements that make the targeted giver feel like a heel if he doesn't comply)
- forcing (threats, aggression, coercion)
- not trying very hard (offers excuse of "I didn't try very hard any way.")

Discuss the ineffective ways of getting things on the lists. Discover reasons people use them (lack of self confidence, feeling inadequate, not sure if they really want the thing and/or the consequences that go along with it).

3. Ask each student to tell the way(s) he uses most often to get what he wants. Ask if they think there is a more successful way to get things and if so what is it? Have them tell if they are usually successful with their primary method. Would you want a friend to use that method if he/she were trying to get something from you?

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: My Time

TIME: 30-45 minutes

FOCUS: *Student will discuss and examine ways they spend free time.*

MATERIALS: Student handouts (optional)

PROCEDURES:

1. Introduce the lesson by leading a discussion about time management. Time management is defined as prioritizing responsibilities and leisure activities in order to get the most out of life.

2. Ask students to complete the questionnaire independently or read the questions and have volunteers answer. These are topics students will probably enjoy discussing.

3. Students who may not have any goals other than to be in school should be encouraged to start thinking about the future. It should be stressed that it is good to stay in school, but soon their careers or jobs will begin and they must be planned for. Students should realize that they are in charge of their future, not that it is in charge of them.

4. Lead a discussion about the importance of not putting things off, especially work, since it may end up never getting done and the consequences may be drastic. Questions should be asked about opportunities students have missed out on due to procrastination. (Perhaps parents have required that homework or chores be completed before leisure-time activities could occur. If the student did not get the work done on time then he had to forfeit the right to attend a party or athletic event).

5. Ask students how it would change their lives if they had to do work first and play later? Would it save time, stress, fussing, harassment? Have you ever been unable to complete a homework assignment that you have had for a month because you started working on it a day or two before it was due? You did not have the materials and could not get them because the library or school was closed or you had lost the assignment? Do you need this kind of stress in your life?

6. Instruct students to discuss ways they can relieve stress in their lives by using better time management.

7. Ask students "What have you learned from this lesson that will help you better manage your time?"

MY TIME

1. During vacations I like to

   _____.

2. I would never want to

   _____.

3. My favorite holiday is

   _____because_____.

4. In the future I hope to

   _____.

5. If I had a free day I would

   _____.

6. Next week I plan to

   _____.

7. When I have several homework assignments to complete, first I

   _____ then I_____.

8. If I have homework and chores to do as well as places I'd like to go, I

   _____.

9. If I'm given a week to write a report, I start working on it _____days before it is due because_____.

10. Next month I plan to_____.

11. Next year I plan to

_____.

12. Next summer I hope to

_____.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: Please, Let Me Help!

TIME: 30 minutes

FOCUS: *Students will be motivated to volunteer their services.*

MATERIALS: Classroom props for role-playing

PROCEDURES:

1. Ask the students if they are required to help with chores at home. Proceed by asking how much time they put in daily/weekly helping at home and if they enjoy it. Next, ask how they react when asked to help at home; do they respond quickly or put it off? Are they responsible in carrying through with what they are asked to do?

2. Find out what motivates the students to look for things to help with at school and home. For example: boredom - wash clothes, hunger - help with dinner, etc. How do they offer their services? How are they treated when they offer? Find out if the students' offers of help are rejected. How do they feel and what do they do if that happens.

3. Discuss the advantages of helping others. Lead students to discover:
   - things get done faster
   - it's fun to work together
   - there is more time to do things with other people
   - they may learn a skill that will lead to something positive (like getting a job)

4. The following are some suggested role-playing situations for students to practice this skill:
   - the janitor needs a helper so he can leave work early to visit his sick child in the hospital.
   - your neighbors's grass needs cutting and he can't do it because he has a broken leg.
   - a girl on crutches drops her lunch money.
   - your dad took you to every ball game this season and now he's spending his only day off cleaning the garage or mowing and needs your help. You had planned to go out with your friends.

   For students who do not want to participate in role-playing, discuss situations and the outcomes of each and why they responded the way they did.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: Helping One Another

TIME: 20-30 minutes

FOCUS: *Students will be encouraged to help each other as part of developing a positive environment in the classroom and the community.*

MATERIALS: Newspaper clippings

PROCEDURES:

1. Instruct students to bring newspaper articles to class concerning individuals or organized groups helping others, such as Habitat for Humanity, Meals on Wheels, or individuals helping a family in need. Discuss how different groups and organizations are helping others. Point out that by helping one another the entire community benefits.

2. Explain that the community needs everyone to be involved in helping others. The students can contribute to the community by helping one another. Ask the students to explain ways in which they can help others - teaching someone to ride a bike, reading to a grandparent, or helping a parent with a chore.

3. Assign each student a classmate to help for the week. Instruct the students to write a paragraph on how they will help their peer. Tell them to keep the person's identity confidential, if possible. At the end of the week ask the students to reveal themselves to one another and discuss how they felt about being helped and being the helper. Discuss how this activity improved the classroom environment and how they can play an important role in building a better community.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: How to Help Out!

TIME: 15-20 minutes

FOCUS: *The students will recognize the privileges and responsibilities that friendship involves.*

MATERIALS: 3" x 5" index cards

PROCEDURES:

1. On index cards, print different situations that friendships might endure. Some of these situations may include:

   a. Your best friend has just been dumped by his/her girlfriend or boyfriend.

   b. Your best friend's parents are getting a divorce.

   c. Your best friend was asked to the homecoming dance but you were not.

   d. You and your best friend have a crush on the same person.

   e. You and your best friend have done something that you both know is wrong. Your friend gets caught but you do not.

   g. Your best friend teases you because he/she drinks a beer and you do not.

2. Break students into groups of two. Give each pair of students a situation card and ask them to act out solutions to these problems in the best way that they know how.

3. Allow the pairs to act out these situations in front of the class. Allow other students to suggest alternative responses. Discuss how these situations involve both privileges and responsibilities that friendships require.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: This is Your Life

TIME: 15 minutes once a week

FOCUS: *To focus attention on each student regularly to make them feel like an important part of the group*

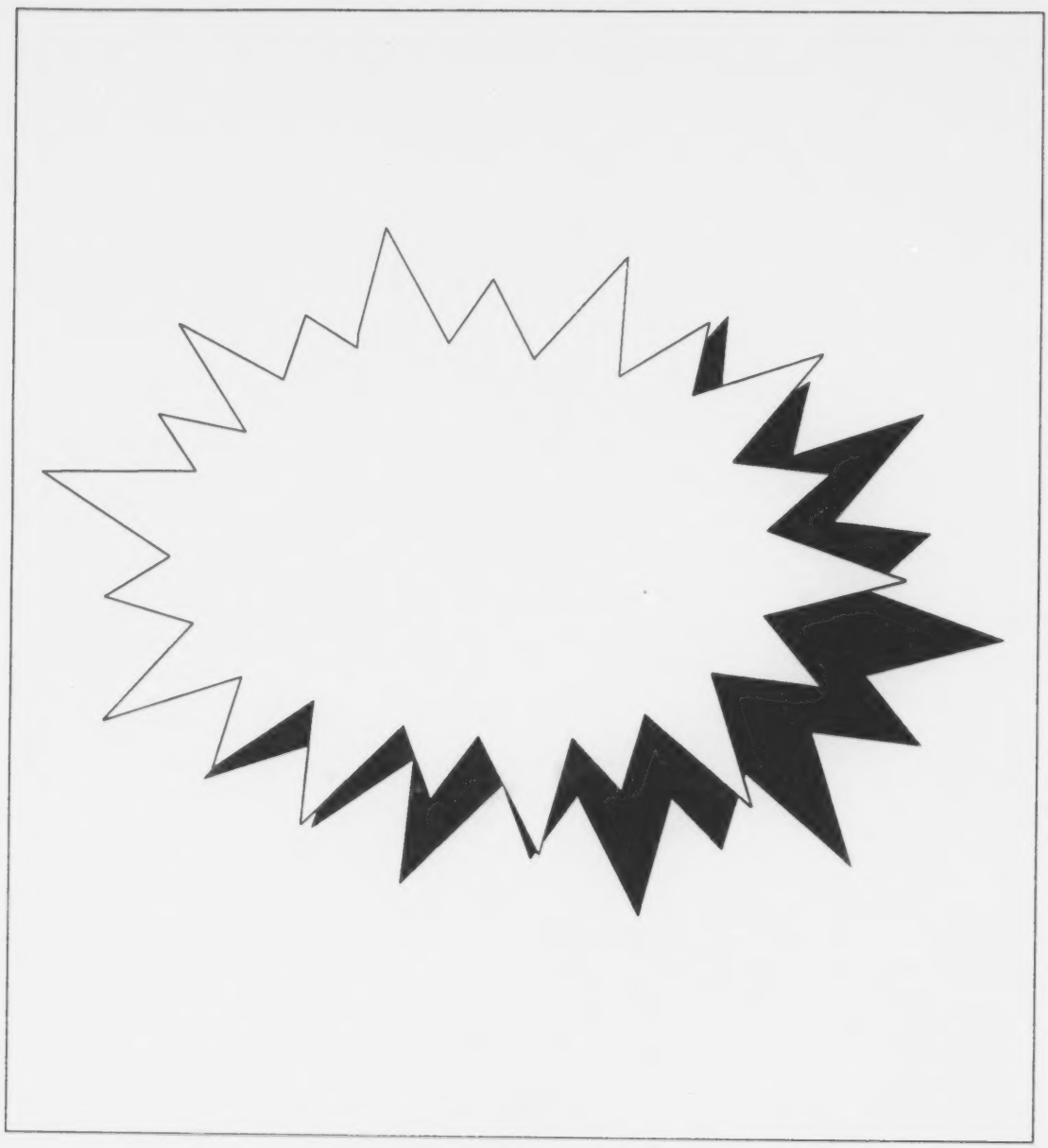
MATERIALS: Construction paper
Scissors
Markers

PROCEDURES:

1. Set aside a time each week for a "Student of the Week." Let him/her run errands for you, help you in the classroom, and call roll.

2. Pass out paper and instruct students to write two positive attributes of the Student of the Week. Emphasize that only positive words are to be used. You may want to brainstorm ideas and write them on the board for the students to copy.

3. Designate a bulletin board or other area in the classroom to display the Student of the Week's picture and the special things the other students have written. You may want to cut the shape of a star and mount the student's picture on it.



SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: Actions Speak Louder Than Words

TIME: 30-40 minutes

FOCUS: *The student will recognize verbal and nonverbal means of communication.*

MATERIALS: Video Camera
Video Tape
Television

PROCEDURES:

1. Begin this activity by having the students cut out magazine pictures displaying different facial expressions and gestures. Allow the students to identify these expressions.

2. Discuss the subtleties of communication with your class. These should include: tone of voice, body gestures, facial expressions, and rate of speech. Explain that the same sentence can have different meanings depending on how they are spoken.

3. Use a video camera to film students in skits listed below acting out several different emotions and situations. Allow each class to view the film without sound. Let students discuss their perceptions of the situation that they just viewed. Next, replay the video with the sound on and let the students see how close their guesses were.

Situations for skits:

a. A boyfriend or girlfriend breaking up with you.

b. Finding out your best friend is going to go out with the person that you have a crush on.

c. Your parents are grounding you for coming in late from a date.

d. Finding out that you have just made an athletic team.

e. Receiving a test paper with a good grade.

f. Showing up at your own surprise party.

NOTE TO TEACHERS:
This activity can be adapted if a video camera is not available. Have students watch a show or film with the volume turned down and guess what emotions the actors and actresses are displaying.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: Secret Pals

TIME: Five minutes at beginning of day/ten minutes at end of day

FOCUS: *The students will become aware of different aspects of friendship.*

MATERIALS: Each student's name on a slip of paper
One or two containers

PROCEDURES:

1. Tell the students their names have been placed in a container. Today each person will pick the name of a person to be their secret pal for the next week. Talk about appropriate things they might do for a secret pal during the week.

   Examples: write positive notes, send surprizes, help with schoolwork
   Encourage students to add to this list.

2. After all suggestions have been made, ask for volunteers to draw one name from the container. If the genders have been split, then have girls pull from girl's container, and boys pull from boy's container.

3. Explain to the students that the slip of paper they have just drawn contains the name of their secret pal to for the week. During the week, they are to do one nice thing each day for that person. At the end of the week, each secret pal will be revealed. Tell the students that things can be delivered by a trusted friend, or placed on the student's desk before he/she enters class.

4. At the end of the week (Friday), have the students discuss:

   Some of the things they did for their friends
   How they felt doing something for somebody to make them happy
   Kinds of messages did they sent
   Kinds of messages did they receive
   Were there lessons learned through communicating
   Did you know who your secret pal was? How?

NOTE TO TEACHERS: *Allow time for discussion while introducing this activity. Depending on the maturity of your students, you may wish to place all names in one container. However, if the students are not mature enough, place boys' name in one container and girls' names in the other.*

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: Knowing How to Talk and Listen

TIME: 30-45 minutes

FOCUS: *Students will analyze their talking, listening, and interacting skills.*

MATERIALS: Student questionnaire
Pencils

PROCEDURES:

1. Students will be given a copy of the questionnaire with directions for completing it. After completing it, they will keep it at their desks to use as a reference during discussion time. Students will be asked to indicate how they answered for each question. Direct a discussion with students for each statement. Students will be encouraged to challenge and politely discuss classmates' responses if they feel they are inaccurate.

2. Discuss with students how they can change any of their communication skills in order to be a better communicator. Examples: by making eye contact with the person you are talking to and staying calm when discussing ideas with someone who disagrees with you.

TALKING AND LISTENING

Circle the word/words in brackets in each of the following sentence so the sentences describe your style of communication.

1. I [do] [don't] dominate group discussion time.
2. I [do] [don't] interrupt conversations.
3. I [do] [don't] maintain eye contact.
4. I [do] [don't] listen to other ideas.
5. I [do] [don't] explain my ideas clearly.
6. I [do] [don't] cut others off who ask for clarifications.
7. I [do] [don't] get angry when my ideas are rejected.
8. I [do] [don't] help others join in a discussion.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: Thank You

TIME: 15-20 minutes

FOCUS: *To give students opportunities to acknowledge the people in their lives*

MATERIALS: Paper
Postcards or post-its
Pencils

PROCEDURES:

1. Discuss with students the importance of letting people know they are appreciated by thanking them, congratulating them, or praising them. One way we can do this is by sending notes to them.

2. To give students opportunities to implement this activity, help them to write a note to someone who they want to thank or congratulate. Tell students to deliver the note to that person and report to the class what kind of responses they received.

3. Explain to students that it is polite to write a thank-you note to someone who has done something nice for you. For example, if your grandmother sends you $10.00 for your birthday then you should send a note thanking her for the money.

4. Once a week instruct students to write appropriate notes to people who are important to them.

SUBJECT AREA: Social Skills

LEVEL: Secondary

ACTIVITY: I've got the Rules Blues

TIME: 30-45 minutes

FOCUS: *Students will analyze rules that they view as repressive.*

MATERIALS: Paper for posting rules around the classroom
Magic markers
Tape

PROCEDURES:

1. Direct students to work in small groups of three or four to brainstorm which rules/laws are repressive and seem to infringe on their rights. Students should come up with their own ideas but may be given ideas like the following to stimulate their thinking:

   - school dress codes

   - no smoking/drinking for teens

   - too high an age for drivers' license

   - having to work for an allowance or privileges at home

2. They will analyze these rules and be prepared to offer alternatives in a report they make to the full group on their findings. The teacher may need to work with the groups to keep them on task and to make sure they are ready to give a report.

3. Each group will prepare a sign/poster with their old rule/law and a proposed new rule/law written on it. The signs will be posted in the room.

4. Students will meet back in a large group to listen to the reports and to discuss them.

5. Discuss with students the need for the rules even though they may appear to be repressive. Even though some rules may seem to be unfair or stifling, rules keep us safe and keep order. For safety and well being of the larger community rules have to be made.

NOTE TO TEACHERS:
As an adaptation to this activity, list students' ideas of repressive rules on one side of the board. On the other side, list what would happen if those rules did not exist. Discuss ramifications of living with no rules and the importance of rules for their safety.

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Assert Yourself

TIME: 30-45 minutes

FOCUS: *The students will become aware of ways to resist peer pressure.*

MATERIALS: Role-playing situations

PROCEDURES:

1. Tell students you are going to introduce three types of behavior people exhibit when responding to others. Write these words on the board: ASSERTIVE, PASSIVE, AGGRESSIVE.

   ASSERTIVE: stating positively and firmly the point you want to make, being sure of your feelings, looking at the person you are talking to.

   PASSIVE: using a weak, whiny voice, no eye contact, going along with the crowd, unsure of what you want to do.

   AGGRESSIVE: using a loud, angry voice, staring at the person you are talking to, mean tone in voice, scowl on face.

2. Discuss that when you respond to peer pressure, "how" you say no is as important as what you say. Your body language, tone of voice and facial expressions reflect what you are feeling. Think of a person's reaction if you said, "No, I do not want to" in a whiny, quiet voice; an angry, mean voice; or a positive, confident voice.

3. At this point brainstorm different ways of saying "NO." Several ideas include:
   No way!
   No thanks, I want to stay healthy.
   I have other things to do.
   I do not have time for drugs.
   Let's go shoot baskets instead.
   By being assertive; stating positively and firmly what you think; those pressuring you will leave you alone. Have the students practice saying these remarks to each other in the three ways presented: assertively, passively, and aggressively. Explain that assertive behavior is the positive way to get your point across to others.

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Decisions, Decisions!

TIME: 30 minutes

FOCUS: *To help students become aware of the decisions they make daily and what motivates them to make the choices they do*

MATERIALS: Chart

PROCEDURES:

1. Explain to students that learning to make wise decisions is as important in every day choices as in major choices they will have to make from time to time. Decisions we make are influenced by several factors... needs, values, and peer pressure.

2. Brainstorm with students the decisions they make every day. Write their ideas on the board. Some of their responses may include: what to wear to school, what to eat for breakfast, when to get out of bed, and who they will spend time with. Ask students to raise their hand if they have a choice in any of the decisions listed on the board as you call them out.

3. Pass the choices chart to the students and ask them to record for one week the decisions they make daily. They should be instructed to keep the chart at their desks and record their progress daily when they get to school. Ask students to share reasons why they make the choices they do concerning every day decisions. Are they motivated by health, safety, being responsible, religious beliefs or personal preference?

4. Help students see that there are decisions they make daily that do not require much thought, but are usually based on a personal beliefor life experience.

IT IS MY CHOICE

CHOICES	MON	TUES	WED	THURS	FRI	SAT/SUN
Turn in homework						
Brush teeth daily						
Bathe daily						
Eat 3 nutri-tious meals						
Get 8 hours of sleep						
Eat healthy snacks						
Wear clean clothes						
Exercise daily						

Parent's signature_____Date_____

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Step By Step

TIME: 30 minutes

FOCUS: *The students will learn the decision making process and how to apply it to situations.*

MATERIALS: Pencil and paper

PROCEDURES:

1. Introduce the decision making process to the students.
   First, IDENTIFY THE PROBLEM---what is the dilemma.
   Second, LIST THE ALTERNATIVES---what could you do.
   Third, THINK ABOUT YOUR LIST OF IDEAS---what are the consequences.
   Last, CHOOSE A PLAN OF ACTION---think about your plan and the consequences of your decision.

2. Ask a volunteer to share a situation in which they had to make an important decision. Provide a situation if they cannot think of one. Using the decision making process, come up with a plan of action for the situation provided by the students or the one listed below. Tell the students to come up with different alternatives, listing the consequences of their decisions.

Alternative to #2. Put students in two groups and assign a situation to each group. Let them brainstorm decision-making process to come up with a solution. Allow them to ask each other questions about their decisions.

SITUATION:

1. Your parents are at work. You live several miles from town in a secluded neighborhood. While you, a friend and your sister are watching television you see a strange car drive up your driveway. There have been several robberies in the neighborhood lately and you are alarmed. A man you do not know gets out of the car and walks to the back of the house. He appears to be drunk. Then you hear the back door knob rattle. What do you do?

2. You and a friend are invited to someone's house after the ballgame on Friday night. When you get to the party you notice a few people there you do not know very well and who have a reputation of dealing in drugs. The friend who invited you greets you at the door smoking marijuana and offers you a joint. Your friend joins in, but you are very much against drugs because of the danger to your health and smoking marijuana is against the law. What do you do?

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Problem-Solving

TIME: 30 minutes

FOCUS: *To teach students the ideal way to solve problems*

MATERIALS: Chalkboard and chalk

PROCEDURES:

1. Read the following situation:

   Jane's mom usually picked her up from school, but today she had to walk home. On the way she saw some of her friends ahead of her and ran to catch up. As she got closer they suddenly disappeared behind some bushes. Jane called out to them, but they did not hear her. When Jane got to the bushes she heard whispers and giggles and saw smoke drifting over the bush. Jane peeped over just as her friend Karen was lighting a cigarette. Karen saw her and asked if she wanted a smoke. How will Jane solve her problem?

2. Ask the students to IDENTIFY THE PROBLEM. Discuss all the comments the students make until you come up with the problem. Write it on the board under IDENTIFY THE PROBLEM.

3. Next, write on the board: LIST THE ALTERNATIVES. Discuss the students suggestions; accepting and listing all answers.

4. Then discuss THINK ABOUT YOUR IDEAS. Ask the students, "What would happen if you did that? How will that help you or hurt you?"

5. Write on the board: CHOOSE A PLAN OF ACTION. Discuss choices and choose one that will work for them. Stress the importance of thinking about the outcome of their choice.

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Priorities

TIME: 30 minutes

FOCUS: *To learn to make decisions as it relates to personal priorities*

MATERIALS: Pencils
3x5 cards (10 for each student)

PROCEDURES:

1. Give each student ten 3x5 cards and a pencil. Instruct them to write on each card something very important in their life. Each card should have something different. These can be possessions, qualities, people, dreams, etc.

2. Next, inform the students that their lives have suddenly changed and they are forced to give up one card. Which one would they choose?

3. Tell them to take that card and write a 10 on it and put it aside. Continue in this manner with each card, numbering the cards chronologically (9,8,7,6, etc.), until they are down to one card. This card (#1) will represent what is most important to them.

4. Discuss how they have just made a priority list. By eliminating one card at a time they have made a decision about what is most important in their lives.

5. Encourage students to share some of their priorities. List their responses on the board and discuss them with the class. Ask if it was hard to give up something very important and why. Ask them to think about times when setting priorities would help them to make a difficult decision.

6. Point out to students that we each have different priorities. Remind them to re-evaluate their list from time to time.

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: In a Pickle

TIME: 30 minutes

FOCUS: *Students will learn how to relate the decision making process to resisting drugs.*

MATERIALS: 3 X 5 cards

PROCEDURES:

1. Review the decision-making steps:
   Identify the problem
   List alternatives
   Think about your list of ideas (alternatives)
   Choose a plan of action

2. Hand out index cards to each student. Instruct them to write down a predicament in which drugs (including tobacco and alcohol) are involved. It is not necessary for them to sign their name.

3. Ask the students to turn the cards back in to you. Separate the class into groups of three or four. Pass the cards out, giving each group the same number of cards as there are students in that group. Instruct each group to solve the predicaments stated on the cards. Tell them to go through the decision-making steps to come up with a solution.

4. Have groups role play one predicament showing how they solved their problem.

EXAMPLE:

You and a friend go to his house after playing basketball down the street. You are both hot and thirsty so you go to the kitchen for water. Your friend's big brother and some friends are there drinking beer. They notice you are hot and tired and suggest you drink a cold beer to cool off. Using the decision making steps you have learned, what will you say?

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Risky Risks

TIME: 30-45 minutes

FOCUS: *Students will discuss risky situations and the consequences of taking risks.*

MATERIALS: none

PROCEDURES:

1. Students will be asked to orally define risk - expose to danger or loss. Examples: Take a drink so you will not feel left out. Smoke a joint because your brother is calling you names.

2. Students will be asked to tell about a risk they or a friend recently took, what the consequences were, how they felt throughout the experience and whether they would do it again. Students should analyze the situation and state whether danger and/or foolishness was involved. Students will describe the thought process they went through to talk themselves into participating. Did they follow through to the end or pull out of the situation before it was over? How were they able to back out?

3. Students will tell about a risk taking situation they were confronted with when they decided not to get involved. They will analyze their actions and tell if there was danger or foolishness involved, were they wise (in hind sight) to stay out of it, or did they feel inadequate. Students will tell how they talked themselves out of participating.

4. Students will then tell how they can help friends face challenges (give advice, be supportive, and help analyze situations for foolish/dangerous risks). Students will share ideas on how to get going again after unexpected/unwanted results occur when a challenge is faced. Such as: saying no to people if they pressure you a second time to take a risk, or go to a trusted friend or adult and ask for support in changing your behavior.

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Under the Influence

TIME: 10-15 minutes

FOCUS: *Students will become aware of factors that influence their decisions.*

MATERIALS: None

PROCEDURES:

1. Explain to students that most of the decisions we make are influenced by a number of factors. Some may be things we are not even aware of, such as advertising for cigarettes. The media portrays smoking as a glamorous activity, therefore we may be influenced by the media to smoke because we want to be cool.

2. Discuss with students what some of these influences might be:
   a) social influences - how society views certain actions, such as it is socially unacceptable to not wear clothes in public. Another social influence comes from the media, which glamorizes alcohol and cigarette smoking, so that we may be influenced to drink or smoke because we think it is cool.

   b) peer influences - your friends may influence how you feel about drinking and smoking.

c) legal influences - some decisions we make can be backed by laws. It is unlawful to purchase alcohol if you are under age. It is against the law to steal.

d) personal values - our own beliefs.

e) family influences - our family beliefs influence how we make decisions.

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Values

TIME: 30-45 minutes

FOCUS: *To help students understand the role of "values" in the choices they make*

MATERIALS: Handout "My Values"

PROCEDURES:

1. Discuss with students how values - something very important in our lives that we believe is meaningful - shape the major decisions we make in our lives.

2. Ask students to share some things that they value. For example - caring friends, good family relationships, good health, and kindness. Be sure students recognize that values are not material things.

3. Discuss with students how our values are developed. Explain that values are formed over a period of time. When students are young children their values are developed by what they learn from their parents. As they get older, values are shaped by friends, television, magazines, religion and their personal interests. They are formed also by our experiences, our personal talents and preferences, such as music and friends. Some things change over time, such as music and friends. Others remain constant, such as honesty and good judgement.

4. Explain to students that when they are faced with making an important decision they often make a value choice. For example, if you value you safety and health, you will choose to say "NO" to drugs. If you believe in honesty, you will not lie to your parents about where you are going.

5. Pass out the handout, "My Values." Explain that the purpose of this activity is to stress the importance of understanding what their values are in order to better understand why they make the choices they do.

6. After students have had time to finish the handout, discuss what are important values in their lives. Point out that we all have different values, because of different life experiences, family values, and personal interests. It is important to accept the differing values of our classmates.

MY VALUES

Put an X by the beliefs that are important to you and guide you in making decisions.

-------Honesty

-------Good relationship with family

-------Sharing fun with friends

-------Helping a friend in need

-------Doing my best in school

-------Always looking my best

-------Good health

-------Being responsible

-------Having compassion for others

-------Being a good friend

-------Showing good sportsmanship

-------Religious beliefs

-------Being respected and accepted by others

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Just Say No!

TIME: 30 minutes

FOCUS: *Students will identify ways to deal with peer and social pressure to use drugs and alcohol.*

MATERIALS: Songs with no-drug-use message
Magazine ads

PROCEDURES:

1. Instruct the students to bring in words of songs they hear on the radio or television with a drug-use message. Instruct them to also cut ads out of magazines or the paper that advocate alcohol and tobacco use. Tell students to also find ads that promote a no-drug use message in magazines, television and radio.

2. Discuss the messages they bring to class and how powerful the media is in presenting an unrealistic view of alcohol and tobacco. Explain that tobacco and alcohol ads fail to show the ugly, negative side of drug use, i.e. addiction, pain, unhappiness and disease. Point out to students that it is prohibited by federal law to advertise cigarettes on television because it was found to promote tobacco use. Also discuss how important it is for the media to stress a no-drug use message to help combat alcohol and drug abuse.

3. Encourage students to talk about how peer pressure can be as powerful as media advertising. Talk about ways to respond to this pressure.

   Examples:

   - Stand up for yourself and let others know your feelings.

   - Do not make excuses. Let your opinions be known.

   - Find a friend to support your refusal.

   - Know the dangers of alcohol, tobacco and drugs and use this information when resisting peer pressure.

   - Learn to walk away from potentially dangerous situations.

   - Believe in yourself and your decisions.

4. Create a bulletin board in the classroom or hallway which displays advertising that promotes a no-drug use message. You could also use pictures of popular music groups that do not promote drugs.

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Be My Friend

TIME: 30-45 minutes

FOCUS: *To help students develop an awareness of the characteristics of a friend and to recognize the type of friend they would like to have*

MATERIALS: Bulletin board paper or chalk board
Chalk or markers

PROCEDURES:

1. Discuss with the students the characteristics of a good friend - what makes a person a good friend.

2. Instruct the class to brainstorm for a few minutes about what they look for in a friend. Record their ideas on the board or bulletin board paper.

   Examples: caring, good listener, friendly, good sense of humor, kind, can keep secrets, loyal, honest

3. Pass out paper and pens. Inform the students that they will write a personal want ad for finding a friend. Include personal qualities, interests, hobbies, talents, and/or things they like to do. Encourage them to include the words listed on the board and to write an accurate description of themselves for the ad to be realistic. Tell them to sign the want ad with a catchy name, such as "Fun-loving Fred."

4. After the students have written their want ads, the teacher should gather all papers and post them around the room.

5. Tell the class they will respond to the ads the next day.

NOTE TO TEACHERS:
The teacher could post a want ad for the students to use as an example:

Humorous, sports-minded person who likes to run, play baseball, and go to the movies, would like to meet a quiet, friendly person who likes to walk in the woods and can keep secrets.

Fun-Loving Fred

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Finding a Friend (Want Ad For A Friend)

TIME: 30-45 minutes

FOCUS: *The students will use decision making skills in choosing real friends.*

MATERIALS: Paper and pencils

PROCEDURES:

1. Instruct the students to read the personal ads posted around the room. Tell them to copy the ones that they might want to respond to if they would like to meet new friends.

2. After the students have had about 15 minutes to complete the above instructions, ask if anyone found an ad they wanted to respond to and why. If someone did not find an ad to respond to, ask why.

3. During the discussion about choosing or not choosing an ad, talk about the reasons someone might not risk answering an ad, i.e. fear of rejection, the person might not write back, they might not want that person for a friend after meeting them or they might be shy about meeting someone new.

4. Explain that sometimes it is beneficial to take a chance. In this case, the benefit would be meeting new friends.

5. Complete the activity by allowing those who found ads that interested them to answer the ad to see who their "new" friend is.

NOTE TO TEACHERS:
In this activity students may discover something about a classmate they were not aware of that would cause them to look at that person in a more postive light.

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: Why is "Joe Cool" Cool?

TIME: 30-45 minutes

FOCUS: *Students will analyze behaviors and personality characteristics of a student who others look up to because they think he is "cool."*

MATERIALS: none

PROCEDURES:

1. Discuss with students the qualities of some students who other kids copy/follow because he is considered to be cool. Class members will discuss a few of those named and then answer the following questions orally or on paper. If done orally, notes should be kept for future reference.

   - Do I like this person? Why?

   - What do people admire about him/her?

   - Why do people copy or follow him/her? Is there any benefit to them? What is it? (like being part of the group if they dress alike?)

   - What specific behaviors are copied?

   - How does "Joe Cool" react? Does he reward people with attention or cool indifference?

2. Students will analyze others who are admired and copied (like actors, professional athletes, musicians).

   - Are there differences in how you react to entertainers and "Joe Cool?" What are the differences?

   - Are there benefits in this situation?

   - Who benefits? How?

   - How does being in a group and needing acceptance play a part in this?

   - Do famous people do what they do for the glory, satisfaction with a job well done, or money? How do you know?

3. What precautions should one take before getting involved with groups, fads, or people like "Joe Cool?" Are there any dangers? How will you say "NO" if the group wants to do something you don't want to do?

NOTE TO TEACHERS:

Teachers could come to class wearing sunglasses and portray the image of "Joe Cool" while doing this activity. Ask students if they want a "smoke". Try to encourage them to be "cool" like you. Discuss ways to say no to students who pressure them to do things they know are wrong.

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: The Good, The Bad, and The Ugly

TIME: 30-45 minutes

FOCUS: *To help the students understand the difference between peer support and negative peer pressure*

MATERIALS: Role-play situations

PROCEDURES:

1. Discuss peer support and peer pressure with the class. Peer support is when friends stick by you in all situations. They support you in your good decisions. They let you know when you have made a bad decision, because your friendship is based on trust and being responsible for one another. Peer pressure is when others try to pressure you to do things you know are risky, wrong or you would not usually do. These people are not real friends.

2. Divide the class into four groups. Two groups will represent peer support and the other groups will represent peer pressure.

3. Inform the students you will give them situations to role play. Each group will read their situations and act out being "good peers" and "bad peers."

SITUATIONS:

- A boy you have wanted to be friends with all year has finally asked you to come over to his house after school. You are so excited and feel accepted. When you arrive at his house, no one else is home. He asks if you would like a beer before his dad comes home. You are aware of the dangers of alcohol and that it is illegal, but you are afraid he will not invite you over again.

- It is the last day of school before Christmas. A friend wants you to skip school with her. She convinces you she has a plan for not getting caught. You know skipping school is risky and you do not feel right about it, but she is your best friend.

Follow this activity with "What Would You Say?"

SUBJECT AREA: Decision Making

LEVEL: Secondary

ACTIVITY: What Would You Say?
(Follows The Good, The Bad, and The Ugly)

TIME: 30 minutes

FOCUS: *Students will practice refusal skills.*

MATERIALS: Chalkboard
Paper
Pencils

PROCEDURES:

1. Divide students into groups of four. Pass out paper and pencils. Review what peer pressure is and how to resist it.

2. Explain that you are going to play a game called "What Would You Say?" Instruct the students to come up with refusal statements for peer pressure situations. Tell the teams to brainstorm ideas for a few minutes, then you will call on each group as they raise their hands. As they tell you their responses you will write them on the board. Number the teams and list on the board (Team 1, Team 2, Team 3, etc.). Make lists of responses for each team. At the end of the game, the team with the most responses wins the game.

EXAMPLES:
What do you say to someone who offers you a beer?
NO!
I'm into a healthy body.
It is not for me, dude.
No thanks, I have to go now.

SUBJECT AREA: Drugs

LEVEL: Upper elementary/Secondary

ACTIVITY: Identifying What a Drug Is

TIME: 20-30 minutes

FOCUS: *Students will discover that they have all taken drugs and that some drugs are necessary for good health. Students will also learn how to take drugs safely, and sources of drugs (over-the-counter and prescription).*

MATERIALS: Prescription drug bottles for liquids and pills
Over-the-counter (OTC) drug containers from familiar medicines such as aspirin, Tylenol, cough syrup, and cold remedies

PROCEDURES:

1. Ask students how many of them have ever taken drugs. What kind? For what? If all say none, that explain over-the-counter (OTC) drugs and prescription drugs are really drugs and demand respect and attention ... not just street drugs. Explain that a drug is anything you put in your body that changes the way the body works.

2. Discuss jingles or lines from TV advertising which urge people to use drugs...such as "Plop, plop, fizz, fizz, oh what a relief it is" (Alka Seltzer) or "How do you spell relief?" (Rolaids). These are OTC drugs and sold legally but are not safe if you do not follow directions. Warn students about the dangers of relying on OTC medications on a regular basis without consulting a physician.

3. Ask a student to read the directions on an OTC medicine bottle. Explain different sizes/weights of children need different amounts of medicine to prevent overdoses. Stress the need to follow the written directions in order to get the maximum benefit from the medicine and to be safe. Taking a lower than recommended dose out of fear that drugs might addict you could be just as dangerous as taking too much.

4. Follow the same procedure for prescription drug labels.

SUBJECT AREA: Drug Awareness

LEVEL: Secondary

ACTIVITY: How and Why We Get Prescriptions

TIME: 20-30 minutes

FOCUS: *The students will discuss differences between over-the-counter (OTC) and prescription drugs. The students will discuss storage, usage, dispensing information, and determination of need for prescription drugs.*

MATERIALS: Prescription drug containers
Sample prescriptions from a medical doctor

PROCEDURES:

1. Pass out prescription drug bottles. Instruct students to identify them by reading the labels (or the teacher can). Read the prescription number on the bottle and give possible reasons for the number being on the bottle. Other items of information on the bottle will be noted (i.e. date, drug name, doctor's name, patient's name, number of refills, warning labels, milligrams per tablet, phone number of pharmacy, other). Ask students to state reasons for the above information being on the bottle. For example: drug name - so person taking medication will know what they are taking, patient's name - so the medication will be taken by the person it was prescribed for, phone number of pharmacy - to call pharmacist if there is a problem or question or to refill prescription. Stress the importance of only using the medication as indicated on the prescription and taking according to the label.

2. Look up definition of pharmacist, pharmacy, and prescription.
Pharmacist - a person trained in pharmacy.

Pharmacy - a place where drugs are dispensed; drugstore.

Prescription - a written instruction by a physician for the preparation and administration of a medicine. Brainstorm why most medicines are in brown bottles (to prevent deterioration from sunlight) and why they have safety caps (for child safety).

SUBJECT AREA: Drug Awareness

LEVEL: Secondary

ACTIVITY: Drugs and the Law

TIME: 30 minutes

FOCUS: *Students will discuss laws relating to controlled substances and penalties for those caught breaking the law.*

MATERIALS: Police officer
Drug materials the officer may bring
Chalkboard and chalk

PROCEDURES:

1. Introduce the police officer and explain that the officer is there to answer questions about the legality of drug use. Tell the officer ahead of time what you want them to discuss with students.

2. Have the officer discuss felonies and misdemeanors and give examples of each and penalties attached to each (length of sentence and fine amount).

3. Define terms dealing with youth who break laws such as juvenile delinquent, youth court, probation officer, minor, etc. Students will be told that regardless of their age, by the time they are the age they are now, they are expected to know the difference between right and wrong. The laws must be obeyed. The difference between minors and adults who break the law are the penalties.

4. Discuss possession (whether on your body, in your locker, at home, or at a party) of controlled substances and paraphernalia (which may or may not be in use) and emphasize that the law speaks to possession, not smoking or using a drug.

5. Ask students if they know of items that are illegal for them to buy in a store (cigarettes and alcoholic beverages, including wine coolers).

SUBJECT AREA: Drug Awareness

LEVEL: Secondary

ACTIVITY: Tobacco--History and Component Effects

TIME: 30 minutes

FOCUS: *Students will describe the effects tobacco has on the body.*

MATERIALS: Cigarettes Cigar
Snuff
Pipe tobacco or empty packages from these items
(Use pictures of items if school's no tobacco policy prevents you from using actual tobacco products)

PROCEDURES:

1. Display the various tobacco product containers and ask students to identify them. Ask students to explain how the products are all alike (all contain tobacco). Ask where tobacco comes from? (Plants that grow in nearby states in the Southeastern U.S.). Tell students that tobacco has been here since America was discovered and probably was smoked by Indians before then.

2. Tell about links found in the past two decades between tobacco use and health problems. Read the Surgeon General's warnings on cigarette packages. This warning was established in 1964. Discuss meanings and implications of these warnings.

3. Ask students to tell about their experimentation with tobacco. How did they feel? Nauseated? Dizzy? Did they cough? This is because their brain was reacting to the poisons in the tobacco--primarily the nicotine, which is a stimulant. Nicotine is an oily, bitter, colorless, odorless substance found in tobacco, which in large enough amounts can be deadly. It is used as an insecticide and disinfectant so you might wonder why anyone would want to put it into their lungs.

4. Nicotine is also a central nervous system stimulant (CNS) which can be psychologically and physically addictive. Unborn babies are affected by nicotine consumption by their mothers who smoke. They become very active after their mother smokes. These babies are often smaller than average. They do not have a choice about smoking but the parent does.

5. Secondhand smoke or sidestream smoke (that smoke created by a someone who is smoking up the air you or others are forced to breathe) should be avoided because of the dangerous chemicals it contains. It has more dangerous chemicals, in fact, than mainstream smoke does (the kind of smoke the smoker inhales). Some studies show there was more tar (200% more), nicotine (200% more), carbon monoxide (300% more), and ammonia (7300% more) in sidestream smoke than in mainstream smoke. Sidestream smoke can make the heart beat faster and blood pressure go up just like the smoker's does. Secondhand smoke kills approximately 3,000 Americans a year.

6. Ask students if they know what butane, propane, and formaldehyde are and how they are alike? (They are all found in tobacco smoke.) Discuss common uses of these products and why they should not be introduced into one's body.

7. Instruct students to role play ways to politely deal with those who smoke. (How to ask a person not to smoke around you, how to talk to a smoker about the dangers of smoking, and how to talk to someone about quitting smoking).

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: Tobacco and Your Body

TIME: 20-30 minutes

FOCUS: *Students will learn about the debilitating effects of tobacco.*

MATERIALS: Plastic cola bottle adapted to make a smoking device (instructions attached)
Cigarettes
Matches or lighter
Overhead projector and overhead diagram of body outline
Chalkboard and chalk

PROCEDURES:

1. Ask the class to brainstorm the body organs which might be hurt by smoking. List their ideas on the board. Students will suggest what they feel the effects would be. The organ's location will be marked on the overhead diagram.

2. Provide the following information for areas to assist the students in the discussion.

   Respiratory:
   - paralyzed cilia for 20 minutes or more after one cigarette is smoked
   - increased mucus production in the lungs and impaired breathing

Vascular (blood):
- increase in blood pressure because of constricted vessels, thickened vessel walls, and reduced elasticity of vessel walls
- heart works harder
- drop in body temperature because blood isn't being carried efficiently
- oxygen replaced by carbon monoxide

Central Nervous System:
- craving for another cigarette

3. Discuss diseases associated with smoking. The teacher will provide the following information to assist in the discussion.

Heart Attack and Heart Disease:
- heart attacks are three times higher than in non-smokers

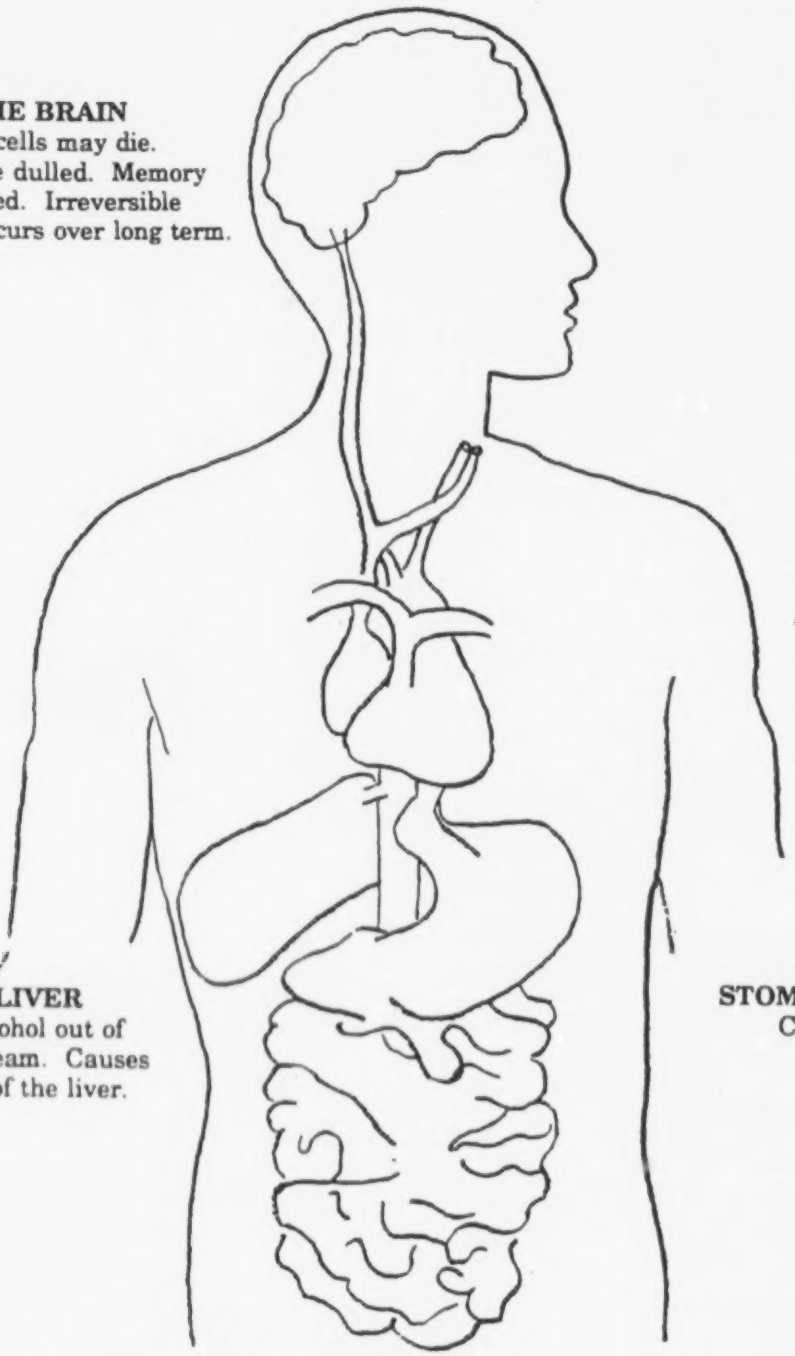
Lung Cancer:
- a 1-pack habit produces an 8 times higher risk of lung cancer
- a 2-pack habit produces a 20 times higher risk of lung cancer

Emphysema:
- damage to air sacs in the lungs and labored breathing--often requiring oxygen for daily living activities

Bronchitis:
- over production of mucus and inflamed bronchioles lead to labored breathing and smoker's cough

Other Health Related Disorders:
- stomach and intestinal ulcers
- stillborn, premature, undersized babies and spontaneously aborted fetuses to smoking women
- lost sense of taste and smell

THE BRAIN
Brain cells may die. Senses are dulled. Memory is blocked. Irreversible damages occurs over long term.

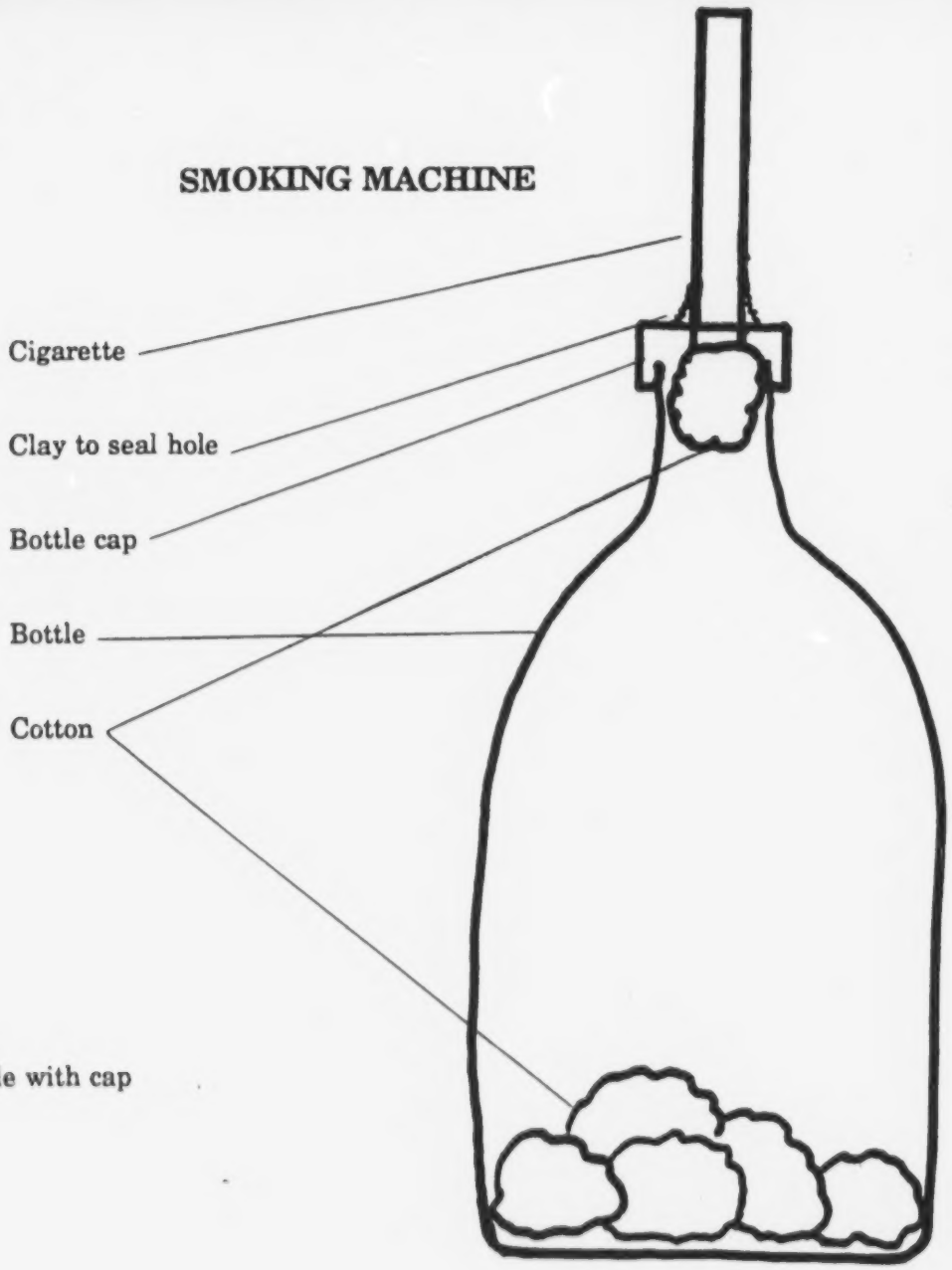


HEART
Can cause deterioration of heart muscle and enlargement of the heart.

THE LIVER
Filters alcohol out of the bloodstream. Causes cirrhosis of the liver.

STOMACH & INTESTINES
Can cause bleeding and cancer.

SMOKING MACHINE



Materials:
plastic soda bottle with cap
cotton balls
clay
cigarette
matches

Directions:
Rinse bottle.
Make a hole in cap the size of cigarette.
Put cigarette into hole and seal with clay.
Put cotton ball at the end of tobacco end of cigarette.
Screw on the cap.
Force the air out of the bottle by pressing firmly on it.
Light the cigarette and begin pumping the bottle slowly and steadily.

Observations:
What does the cotton ball look like after the smoking test? (It is brown)
What does the bottle look like? (It is filled with smoke)
What do you think cigarette smoke does to the inside of a person's lungs?

SUBJECT AREA: Drug Awareness

LEVEL: Secondary

ACTIVITY: T.V. Trivia

TIME: 30 minutes

FOCUS: *Students will have an increased awareness of the subtle messages on T.V. which may encourage/glorify tobacco and alcohol use.*

MATERIALS: Paper and pencil

PROCEDURES:

1. Instruct students to watch a favorite T.V. show at home and record the number of times tobacco products, alcohol products, and illegal drugs are used in advertisements. They could also look in magazines and cut out cigarette and alcohol ads. Tell students to look for magazines that do not promote cigarettes or alcohol (Seventeen and Kid's Sports Illustrated).

2. Discuss the results and compare the results for several different shows.

3. Tell students to recall whether the use of these materials was portrayed in a positive or negative manner. What effect would that have on consumers?

SUBJECT AREA: Drug Awareness

LEVEL: Secondary

ACTIVITY: Alcohol

TIME: 20-30 minutes

FOCUS: *Students will become aware of dangers of alcohol use.*

MATERIALS: Pictures of containers of a variety of alcoholic beverages
Chart showing serving size and equivalencies of beer, wine, and liquor, Drugs of Abuse Digest, pages 55 and 56
An information sheet depicting effects of alcohol on the brain and the body, Drugs of Abuse Digest, page 55

PROCEDURES:

1. Display the pictures of alcohol listed above and ask students to identify them.

2. Ask students to recall all names they have heard for being drunk (ripped, bombed, blasted, tight, knee-walking, tanked, blitzed, etc.). Ask why anyone would want to be what these words describe? All of the words refer to intoxication which means you have toxins in you or poison in you. Why would someone want to poison himself?

3. Show the students the chart of alcohol's effect on the human body and discuss it with students. Explain to students that a person's size, tolerance to alcohol, the time since his last meal, and time since his last drink all determine how strong an impact alcohol will have on one's body. Time is the only cure for a drunk, not coffee, walking, cold showers, food, or fear.

4. Display a chart of alcohol equivalencies (Drugs of Abuse, page 55) and discuss it with students until they understand the differences.

5. Define alcoholism (a compulsive consumption and dependence on alcoholic beverages). Follow up by emphasizing that it is a disease. Some peoples' body chemistry cannot handle alcohol, almost like an allergic reaction--but they might crave it nonetheless. Discuss ways to recognize alcoholic behaviors (gulping drinks, hiding liquor, always having a drink in hand, eating a lot of breath mints to hide alcohol-breath, denying the problem, missing work or losing job, and getting a divorce).

6. Discuss what to do for a friend or family member who is suspected of being an alcoholic (call or join AA, AL-Ateen, Al-Anon, talk to counselor, preacher, teacher, or adult for help). Alcohol is physically and mentally addictive.

SUBJECT AREA: Drug Awareness

LEVEL: Secondary

ACTIVITY: Inhalants

TIME: 20 minutes

FOCUS: *Students will discuss the use and effects of inhalants.*

MATERIALS: Cans of spray paint and other aerosols
Paint thinner
Oil-based paints and varnish
Gasoline can
Permanent magic markers which have petroleum based inks
Airplane glue or other glue with warning label
Whiteout or Liquid Paper bottle

PROCEDURES:

1. Display the above materials and let students examine them. Ask students what type of danger all these items represent. How can these items be abused? Students will read warning labels and discuss the intent of the warning for those who may not understand what is in print. Inform students that these substances are not drugs but can be abused by inhaling. This category of substances is called inhalants.

2. Instruct students to discuss experiences they may have had when they were accidentally exposed to inhalants (experiences at school - art activities which include spray painting or varnishing crafts and using magic markers, pumping gasoline, or painting a room). Students should tell how the fumes made them feel after they were exposed to them (headache, coughing, watery eyes, chest pains, lightheadedness, and nausea).

3. Based on previous discussions of lowered oxygen intake due to smoking, discuss with students some reasons for the effects they experienced (inhaling fumes causes the brain to be deprived of oxygen and brain cells are destroyed).

4. Tell students that intentional (deep) breathing of inhalants can bring more serious side effects than accidentally breathing an inhalant (such as paint fumes in a room) but even a few minutes exposure to fumes in an unventilated room can cause the same dangerous effects. Some of the effects are hallucinations, blurred vision, ringing in the ears, loss of balance, vomiting, and depression. This may last about a half hour and then drowsiness follows and lasts about an hour. The drowsiness is accompanied by a blank stare. Fainting, unconsciousness, or a coma could be the end result.

5. Liver damage, kidney damage, brain damage, and bone marrow defects can occur with extended use of inhalants. Grades may drop, appetites suffer, weight loss occurs, speaking and thinking may become difficult due to brain damage, and an "I don't care attitude" may rule the user.

6. Death may occur due to air passages freezing from the freon which is in some aerosols or suffocation may occur when one passes out while inhaling from a plastic bag and the bag in turn suffocates them. Lead solvents found in petroleum products can build up in the body after being inhaled and cause lead poisoning and retardation.

7. There are no medical uses for inhalants. They are both psychologically and physically addictive.

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: What Makes People Get High?

TIME: 20 minutes

FOCUS: *Students will state reasons people take drugs, intended effects of drugs, and side effects of drugs.*

MATERIALS: Robitussun
Benadryl
Allergy and cold medicines
Sleeping pills
Chalkboard and chalk

PROCEDURES:

1. Ask students if they have ever taken cough syrup or cold medicine and gotten sleepy? Explain that sometimes you take medicine for one reason (intended effect) and something else happens. You want a sore throat or headache to go away and end up sleepy, dizzy, drunk or hyper. This feeling is a SIDE EFFECT and is the reason many people abuse drugs...to get high. Encourage students to think of other reasons they have heard that people take drugs.

2. Define tolerance to drugs. Tolerance is getting used to something so it no longer has the same effect it used to have. Tolerance is building up resistance -- having to have more and more of a drug to get the same effect. Write the definition on board.

3. Ask students to define drug dependence and lead discussion on dependence. Drug dependence is needing drugs to feel normal. Without drugs you feel sick. With drug dependance you can have flu-like symptoms with fever, chills, shakes, vomiting, and diarrhea. That is physical dependence. Psychological dependence on drugs is when the mind requires drugs. The mind gets hooked on having it. Write these definitions on the board.

4. Discuss what becomes of people who abuse drugs (examples: hospitalization, loss of job due to a bad attitude and poor attendance, divorce, stealing, killing, AIDS, and brain damage). Instruct students to state a reason not to use drugs based on the above information.

SUBJECT AREA: Drug Awareness

LEVEL: Secondary

ACTIVITY: What Is Marijuana?

TIME: 30 minutes

FOCUS: *Students will learn about marijuana and its effect on the body.*

MATERIALS: Drugs of Abuse Digest

PROCEDURES:

1. Introduce students to the illicit drug marijuana by first showing them a picture of the marijuana plant in Drugs of Abuse Digest, pages 6, 7 and 10. Explain that marijuana is a plant that is grown all over the world in countries with mild climates. Some of marijuana's practical uses are to make twine, rope and clothing. The most common method of abusing marijuana is by smoking the ground up leaves as a cigarette or in a pipe. Marijuana has over 400 chemicals in it. The primary substance obtained from the leaves is delta 9-Tetrahydrocannabinol (THC). This is what gives the user a high feeling. Marijuana can have the effect of either a depressant or a stimulant.

2. Ask students if they know some common names (street names) for marijuana. Some of these are: pot, weed, grass, joint, reefer, and Mary Jane.

3. The effects of marijuana on the body can be felt in minutes and can linger for two to eight hours depending on the strength of the THC in the leaves that are smoked. It usually takes several months of not smoking to completely rid the body of THC and its harmful effects.

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: Marijuana's Effects on Your Body

TIME: 20-30 minutes

FOCUS: *Students will discuss organs most affected by marijuana and what those affects are.*

MATERIALS: Chalk board and chalk
Outline of human body

PROCEDURES:

1. Present an outline of the human body and ask students to tell which organ or part of the body would you NOT want to be affected by marijuana use. Write their ideas on the board. Inform them that the three most affected areas are: heart, lungs, and brain.

2. Instruct students to draw or mark on body outline the location of the heart and tell what marijuana or THC might do to the heart that could change the way it works. The teacher will guide them to ideas like, "increased heart rate" (by about 50%). Instruct students to take their own pulse (after demonstration by teacher) to determine current rate. Show the students how to figure higher pulse rate while on marijuana (multiplying their pulse rate by 50%). Tell students that some marijuana smokers get chest pains and other heart-attack-type symptoms (palpitations).

3. Tell students to draw the lungs on the picture of the human body. Ask students what they think marijuana might do to their lungs? Emphasize that marijuana smoke is ten times stronger than tobacco smoke. The hot smoke turns eyes red too.

4. Next have students locate the brain on the body outline. Discuss the brain on marijuana. Tell students the four areas of the brain which are affected by marijuana (depth perception, memory, reaction time, and motivation). Define each term as shown below.

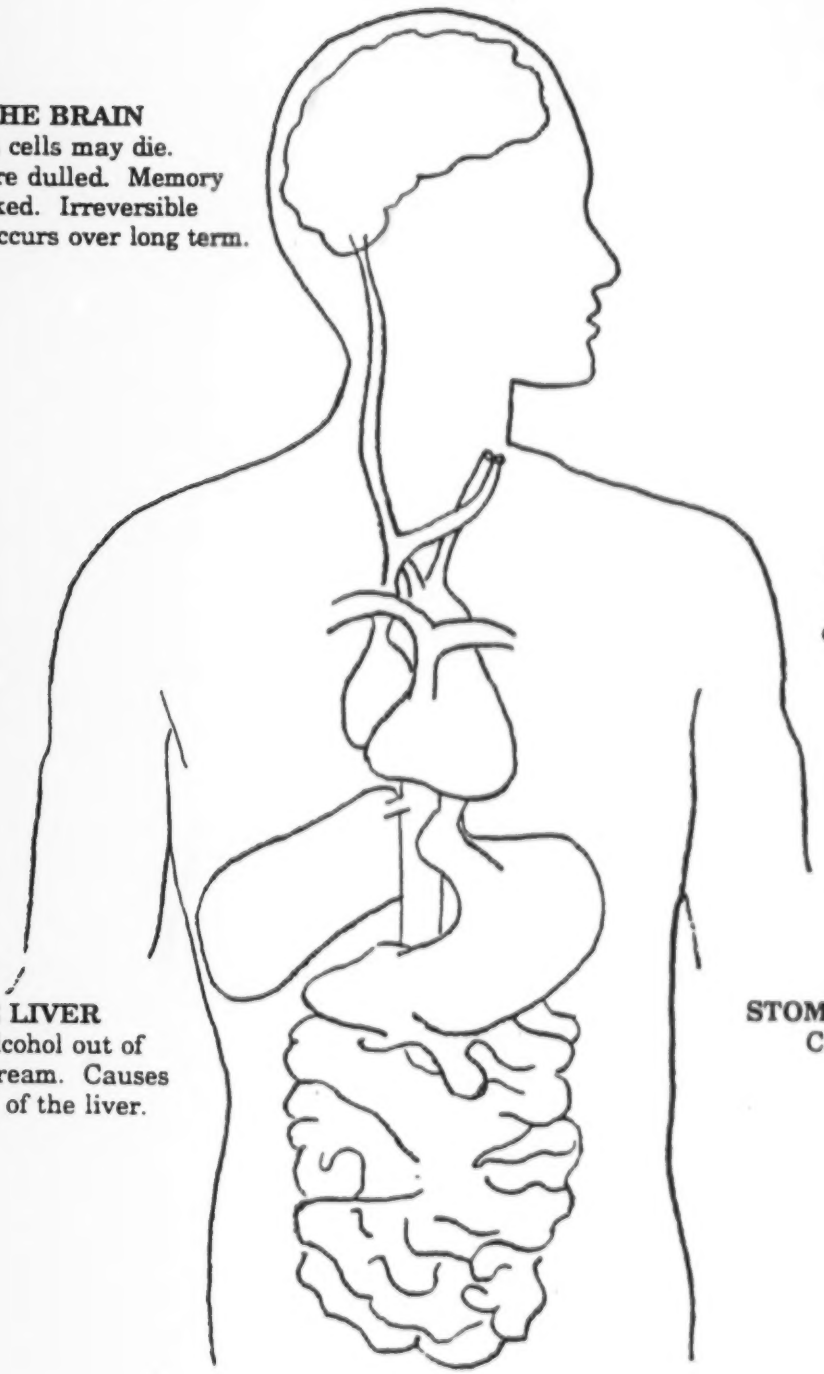
   Depth perception problems are similar to those experienced when you wear prescription glasses which are not made for you--things look farther away or closer up. School problems would include reading from books or copying from the board. Would you want to ride with someone who had depth perception problems?

   Memory for things like phone numbers and multiplication tables can be impaired and school work can suffer. On the job--what do you think the problems might be? (for teachers, secretaries, doctors, carpenters, farmers?)

   Reaction time is how quickly you respond--like putting on the brakes while driving if you must stop quickly, catching a ball thrown to you, evading objects moving in a computer game. How well would Michael Jordan play ball on marijuana? Or bus drivers drive while on it? What sports, occupations, and other activities are affected by marijuana?

   Motivation causes you to want to do things and get them finished. When on marijuana, you do not care if things get done. Movement seems to go in slow motion. Heavy smokers don't make it on the honor roll or as athletes. Why not?

THE BRAIN
Brain cells may die. Senses are dulled. Memory is blocked. Irreversible damages occurs over long term.



HEART
Can cause deterioration of heart muscle and enlargement of the heart.

THE LIVER
Filters alcohol out of the bloodstream. Causes cirrhosis of the liver.

STOMACH & INTESTINES
Can cause bleeding and cancer.

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: Marijuana's Lesser Known Effects

TIME: 20-30 minutes

FOCUS: *Students will brainstorm ways to say "NO" to marijuana and will discuss health risks from marijuana use.*

MATERIALS: Body outline diagram from previous day
Poster paper
Markers

PROCEDURES:

1. Review previous lesson of body parts/organs affected by marijuana. (brain, lungs, heart).

2. Introduce the pituitary gland and marijuana's impact on it. Direct students to find out from a dictionary or encyclopedia where the pituitary gland is located. This is the gland which controls growth and development--so it is very important to teenagers. Hormones are produced here, specifically testosterone which gives men their male body features. Discuss changes which occur between childhood and adulthood in males. Estrogen is the hormone produced by the pituitary gland in females. Students will discuss changes in females. The menstrual cycle can be affected. Also, birth defects can ensue from a defective egg OR sperm or their genes. Smoke could endanger an unborn baby as well.

3. Discuss other ways the body can be hurt by smoking (sore throat, burning eyes, runny nose, problems breathing, more susceptible to colds, and lowered immune system).

4. Divide students into small groups to come up with ways to say "NO" to marijuana. Instruct students to draw pictures of drug users/pushers trying to get them to use marijuana and show how to stand up to them and say NO. Encourage students to try to include what they have learned about marijuana's impact on the body to make the user look a wreck--like he would on drugs (red eyes, drippy or stuffy nose, coughing, or staggering).

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: Stimulants--Are Legal Ones Safe?

TIME: 20-30 minutes

FOCUS: *Students will determine that even legal stimulants can be harmful.*

MATERIALS: Tea bags
Coffee can or jar
Cola can
Cigarette pack
Chocolate candy

PROCEDURES:

1. Ask students what an "upper" or "stimulant" is (a drug or substance that accelerates body functions). What is "speed" or "uppers" (drugs which speed up the body's systems)? What happens to your heart rate when you get really scared (increases, blood pressure rises, breathing rate increases)? This is what happens when you take stimulants. You might feel this way if you drink a lot of coffee or colas but your body does not recover from those as quickly as it does from fear or danger.

2. Display items in materials list and ask, "Who knows how all of these items are alike?" Students will probably have to be told they all have a stimulant in them. Asks for the name of the stimulant which is in coffee, tea, and colas (caffeine). Tell them caffeine is in chocolate also.

Most people handle small amounts of caffeine, like in a couple of cokes in a day, without any trouble. Others, especially those who drink more coffee or coke become irritable when they get too much or not enough, or they may need it to wake up in the morning. Caffeine is not an illegal stimulant, but one you should be sure you do not get too much of. Some doctors tell patients not to consume any if they have heart problems.

3. Ask the class what alternatives could be used to ensure they do not get too much caffeine? (decaffeinated colas, decaf-coffee, decaf-tea, or naturally caffeine-free drinks like fruit juice, milk, kool-aid or water).

4. Explain that nicotine is another type of stimulant. Ask where nicotine is found. Students may know it is in tobacco--if not tell about it and then discuss it (nicotine is a mild stimulant in tobacco and is one of the most addictive drugs). Nicotine, when removed from tobacco, is a poison that is used as an insecticide by gardeners. People who seem relaxed after smoking are that way because their craving for a "fix" has been met, but their body's systems have been stimulated nonetheless.

5. Explain to students that all stimulants can be risky or dangerous if used in excess.

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: Speed (Amphetamines)

TIME: 20 minutes

FOCUS: *Students will discuss legal and illegal use of amphetamines.*

MATERIALS: Drugs of Abuse Digest, page 28

PROCEDURES: Make arrangements for a drug education officer to speak to students about amphetamines or teach the following lesson.

1. Show students pictures of amphetamines. Ask if anyone has ever seen them before, and ask why people take these pills. Some students may recognize them and know their mother or sister takes them to lose weight. Others may have seen them on the street and know people take them to get high. Ask students to tell names they may have heard for the pills. If none, or few, are known, you can supply names like Bennies, Black Beauties, Uppers, Downers, and Dexies.

2. Read to the class some side effects of amphetamines (dexedrine for example) and put the descriptors in language the students can understand. Explain that amphetamines are stimulants which affect the central nervous system. They cause the body systems to speed up, thereby increasing energy level and reducing appetite. However, people who use amphetamines for weight reduction, usually gain the weight back when they discontinue the drug. Prolonged use causes paranoia (delusions that everyone is out to get you), damage to the heart, liver and circulatory system.

3. Explain that one can get a prescription for some amphetamines for health reasons, such as to lose weight or to control hyperactivity. However, they need to be taken under strict doctor's supervision. Weight reduction might, in fact, relieve the other health problems. This is an accepted use for amphetamines even though there is a risk of addiction.

4. Explain that the other side of amphetamine use is the illegal side... buying it on the street, selling prescriptions to dealers, and taking the pills to get high. This is one of the preferred drugs of actors, music performers, long haul truck drivers, and others who have to stay awake and have high energy for long periods of time. While this may allow them to do their job, it is very hard on their bodies because the body does not know when to shut down and rest. These pills can wear a person's body out. Some people reach a point where they have to have uppers to stay awake and downers to go to sleep. Elvis Presley is an example of someone who was caught up in this vicious cycle of uppers and downers.

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: Cocaine -- Dangers of Its Use and Dangers of Dependance

TIME: 30 minutes

FOCUS: *Students will learn the risks of using cocaine and dangers of dependance on it.*

MATERIALS: Drugs of Abuse Digest (pages 7, 22-27)
Rolled up dollar bill
Drinking straw
Pocket mirror

PROCEDURES:

1. Describe the displayed pictures and ask students what they think the paraphernalia is used for based on street knowledge or previous drug talks. Describe their uses if the students do not know. (Dollar bill and drinking straw are used to snort cocaine, which is placed on mirror or another flat surface).

2. Explain the most common ways to use cocaine: snorting or sniffing (powdered state...usually a line at a time off a piece of glass), injection (with a needle--often mixed with heroin for speedballing), and smoking or freebasing (crack).

3. Discuss with students the dangers of each type of use:

snorting: severe irritation of nasal passages and sinus tissue, bloody and/or runny nose,
shooting up: dirty needles, AIDS, or sudden death (like actor John Belushi)
smoking: getting hooked in one day, sudden death from overdose, dangerous, life-threatening behaviors (Richard Pryor was freebasing when he was seriously burned).

Additionally, all are dangerous because they can cause the user to get involved in many high risk behaviors such as mingling with drug dealers who may be dangerous criminals, driving or operating machinery while high, and neglecting one's health. Freebasing is discussed on page 24 of Drugs of Abuse Digest. Explain to students that once they get involved in selling they can never get out because they are working for others who only care about making money. If you try to quit selling, you are eliminating the drug dealers' contacts.

4. Define tolerance and dependance. Tolerance--user develops a resistance to the drugs' effects and uses more and more to get the same level of high he would have achieved with less of the drug at an earlier date. Dependance--user becomes physically and mentally addicted to the drug and becomes unable to function without it. Unfortunately, he becomes nonfunctional with it as well.

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: Using Depressants is Depressing

TIME: 20-30 minutes

FOCUS: *Students will become aware of the dangers of using depressants.*

MATERIALS: Drugs of Abuse Digest (pages 32-36)

PROCEDURES:

1. Ask students how they feel when they have a bad cold or strep throat and take cough medicine and cold medicines to get better. The dizzy, out-of-it feeling is the feeling drug abusers get when taking downers or depressants. Additionally, their heart rate and breathing are slowed down and the brain works slower--with slurred speech and impaired motor coordination being the most noticeable side effects.

2. Explain to students that some people take sleeping pills to sleep or tranquilizers (nerve pills) to calm them down. These are prescribed by a doctor and are similar to the drugs used to put a person to sleep before an operation. They are dangerous because addiction can happen quickly, but can be helpful to a person who has a medical need for them.

3. Types of depressants are:
   tranquilizers - used to relieve anxiety (most common are Valium and Librium)
   alcohol - used for _____ (ask students)
   barbiturates - used for sleep (known as Barbs and Reds)
   mixed depressants - alcohol taken in combination with another drug can be deadly (a common cause of accidental overdose)

4. Discuss overdose (planned or accidental) and the extreme risk of accidental overdose associated with medically monitored use of these drugs. Explain that an overdose is taking an amount of a drug that can cause illness or death. Use of these drugs in conjunction with stimulants is a way of life for many musicians/performers and actors. Child actors become addicted (Todd Bridges of "Different Strokes", Drew Barrymore of E.T.) as well as adult entertainers (Elvis Presley).

5. Display pictures of these psychoactive drugs. Discuss or have students role play ways to say "NO" if someone tries to get them to take or buy these drugs.

6. Review meaning of physical and mental addiction and remind students that these drugs can be physically and mentally addicting.

   Physical - you become sick without the drug because your body has gotten used to it to feel normal

   Mental - your mind needs the drug

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: Narcotics

TIME: 20-30 minutes

FOCUS: *Students will describe the dangers of legitimate and illegal uses of narcotics.*

MATERIALS: Drugs of Abuse Digest (Pictures of poppy seed, page 13)

PROCEDURES:

1. Discuss with students what doctors give patients who are suffering from severe pain following surgery or automobile accidents, for broken bones or sprains, for an abscessed tooth or bad cough. They are given a pain killer.

2. Students may know a prescription is required but not know the drug name. Explain that the major painkillers are called narcotics and include morphine, codeine, and dilaudid. These drugs make you sleepy, cause slurred speech, and general weakness but do aleviate pain. Therefore, they are very useful for patients suffering intense pain.

4. Doctors are cautious about giving narcotics because they are physically and mentally addictive and can lead to illegal drug use.

5. Explain that one such illegal drug is heroin (refer to page 15, Drugs of Abuse Digest). It is a narcotic with no known medical use that is sold on the street and is injected into a vein rather than being taken as a pill. It has many street names, one of which is brown sugar (heroin is mixed or cut with brown sugar before it is sold). It is also cut with sugar or quinine which is used as a heart medication so imagine what you might be getting into by using it!

6. Heroin is also known as H, smack, and horse. One of the scariest side effects of using heroin is the possibility of AIDS infection acquired through sharing needles. Heroin users do not care about anything but getting the next fix and will use any needle available.

7. Additional complications can be hepatitis (contracted through shared needles laced with infected blood which will be shared by all who use the needle) and collapsed veins. Most of the time a police record will become a part of the user's life since his habit will be so expensive that he will steal to support it.

OPTIONAL: Provide background information on narcotics. Opium gum from the opium poppy is used to make morphine (a legal drug) and heroin (an illegal drug) while other narcotics are created from chemicals in a laboratory (pictures/video of poppy harvesting would be helpful here). Refer to Drugs of Abuse Digest for this information.

SUBJECT AREA: Drug Awareness

LEVEL: Secondary

ACTIVITY: Hallucinogens

TIME: 20-30 minutes

FOCUS: *Students will identify specifically named street drugs as hallucinogens and be aware of the risk of use of this class of drugs.*

MATERIALS: Chalk and chalkboard
Video or filmstrip on hallucinogens, if available
Books available from school or local library about 60's hippie movement or Timothy Leary (one of the original proponents of LSD use)
Encyclopedias or drug reference book
Drugs of Abuse Digest, page 37
Dictionary

PROCEDURES:

1. Show a video or filmstrip about use of hallucinogenic drugs as an introduction, if one is available (check with district drug coordinator or school librarian for local availability).

2. Describe the unpredictable effects of hallucinogenic drugs to the class - a dreamlike state, while awake, in which vivid dreams or nightmares occur and the participant may experience sensations such as seeing sound or hearing color, while other wild, unusual, and unbelievable things happen. Although this is a dreamlike state, the participant cannot wake up or shake himself out of the "trip."

3. These substances are very dangerous because of their high potency and cause such bizarre and unpredictable behavior. High blood pressure, heart failure, brain damage and visual disturbances are a few common side effects of these drugs. They have no medical value. A tolerance can be built up to hallucinogens and psychological dependance can occur.

4. Use reference materials to look up mescaline, peyote, psilocybin, hallucinogen, LSD, PCP, ecstasy, MDMA, STP, MDA, flashback, Angel Dust, and other terms associated with hallucinogens. Read the information with the class.

   - Mescaline comes from a peyote cactus and occasionally is home grown. Some Southeast U.S. Indian tribes use peyote in their religious ceremonies.

   - LSD (lysergic acid diethylamide) or acid is a liquid which is often placed, one small drop at a time, on stamps or tattoo patches as a means of transporting or smuggling it. The user licks the stamp to get the LSD from it and takes an hours-long trip.

   - Psilocybin (mushroom) can readily kill from an overdose, causes vomiting because it is poisonous in the wrong dose, and it grows in pastures out of manure.

   - Angel dust/PCP (phencyclidine) is an animal tranquilizer which has a numbing effect so the user feels no pain. It is used to strengthen other drugs and is undetectable because it is colorless, odorless, and tasteless. PCP is extremely unpredictable and powerful.

   - Ecstasy/MDMA comes from nutmeg or sassafras oil.

5. All hallucinogens are high risk because they cause such bizarre and unpredictable behaviors, many of which can be deadly. High blood pressure, heart failure, brain damage, and visual disturbances are a few of the common side effects of these drugs.

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: Meeting Psychoactive Drugs on the Street

TIME: 20-30 minutes

FOCUS: *Students will define psychoactive and street drugs and will discuss sources of street drugs.*

MATERIALS: Drugs of Abuse Digest (pages 37-41)

PROCEDURES:

1. Read a definition of psychoactive drugs. Psychoactive drugs are substances that affect the brain and central nervous system (CNS) to cause a change in the way the mind and body works. Discuss the definition, putting it into perspective for the students.

2. Define street drugs. Street drugs are drugs sold on the street, which are illegal because they are prescription drugs without a prescription or they are from an illegal drug lab.

3. Brainstorm ideas on where street drugs come from (stolen prescription pads from a doctor's office which are filled out by a drug dealer and the doctor's name forged, prescription drugs which are sold to friends or dealers, legitimate prescriptions for pain, etc. which are sold to a dealer who fills them in order to sell the drugs, or drugs stolen from a pharmacy or doctor's office).

4. Show students pictures of common street drugs and ask students to name any they know or state if they have seen any of them. Tell the intended use of the drugs shown and tell why/how they are abused.

SUBJECT AREA: Drug Awareness

LEVEL: Secondary

ACTIVITY: TIC-TAC-TOE

TIME: 20 minutes

FOCUS: *To reinforce drug information in a fun way*

MATERIALS: Handout
Chalkboard

PROCEDURES:

1. Handout information sheet titled "Harmful Effects of Drugs on the Fetus." Have the students read this sheet and tell them that they are going to play a game based on the information that they read. Tell them to refer to the handout if they cannot come up with answers on their own.

2. Have the students take turns answering questions about drugs. Allow the team who is answering time to discuss the answer before one member gives it.

3. After a correct answer is given, have the student who answered go to the blackboard and mark an "x" or an "o" for their team.

4. Play as many games as time permits. Questions may be repeated. Also, you may choose to create additional questions from the lecture material.

Game Questions:

1. Which drugs cause withdrawal symptoms?
2. Which drugs cause seizures?
3. Which drugs cause low birth weight?
4. What are the problems of low birth weight?
5. Which drugs cause physical handicaps?
6. Which drugs cause learning disabilities and behavior problems?
7. Which drugs affect men's and women's reproductive systems?
8. What does FAS stand for?
9. When is tobacco most damaging in a female's pregnancy?

HARMFUL EFFECTS OF DRUGS ON THE FETUS

COCAINE:

Use of cocaine by women in the early months of pregnancy can cause miscarriages or stillbirths. In later months, it may cause premature labor or delivery. Cocaine retards fetal growth and head size, and can cause malformed kidneys and genitals. Cocaine increases the risk of Sudden Infant Death Syndrome (SIDS), seizures, strokes before birth, and heart attacks after delivery. It may cause premature separation of the placenta, causing hemorrhage and shock. Babies exposed to cocaine in the womb do not nurse well or cuddle, can be irritable, unresponsive, and difficult to care for. Many babies born to cocaine-using mothers are born in withdrawal, suffering seizures.

ALCOHOL:

Alcohol use can cause Fetal Alcohol Syndrome (FAS) characterized by retarded fetal growth and resulting in infants who are born with below-normal weight and size that is never made up. FAS includes facial abnormalities such as a small head, narrow eyes, flat nose, and thin upper lip. Alcohol also can lead to defects of the heart, kidneys, muscles, joints, and sex organs. It can cause mental retardation as well as learning disorders, hyperactivity, poor coordination, and sleep disturbances. There is no safe level of alcohol use during pregnancy. Full-blown FAS defects are seen most often in offspring of women who have more than five drinks per day; however, as little as one or two drinks a week cause miscarriages and stillbirths. Doctor are advising women and men to stop drinking three to six months before conception to avoid potential problems.

MARIJUANA:

Marijuana use can result in low birth weight and length, and features similar to FAS. THC, the psychoactive ingredient in marijuana, remains in the fetal brain longer than in the mother's brain because the fetal brain has a higher fat content. Marijuana use can cause tremors at birth, neurological problems, seizures that may require medication, and abnormal visual responses. In adults, THC may cause disruptions in menstrual cycles, decrease in production of testosterone, rapid decrease in sperm count and motility, and some malformation of sperm.

TOBACCO:

Tobacco smoke contains more than 2,000 different chemicals that cross the placenta, ending up in the fetal bloodstream. As a result, the amount of oxygen available to the fetus is reduced and the risk of miscarriage and premature death is increased. The chance of infant death within one year also increases. Additional adverse effects are growth retardation and low birth weight, bleeding and delivery problems, and higher levels of infant heart and lung disease. Pregnant women who smoke two or more packs per day risk FAS-type problems in the fetus. Tobacco is most damaging in the last six months of pregnancy.

Vocabulary Terms

AA-Alcoholics Anonymous -- Volunteer self-help group for recovering alcoholics. Al-Anon is a similar group for adult relatives of alcoholics; Ala-Teen is the counter-part for teens.

Abuse -- To use for reason not intended or prescribed

Abusive or Problem Drinker -- A person who has life problems because of alcohol but who may or may not fit into the category with self-admitted alcoholics.

Addict -- A person who is physically dependant on a drug.

Addiction -- Physiological dependence on a drug, accompanied by the physical or emotional urge to do something repeatedly that an individual usually cannot control. Criteria include a tolerance for the drug and withdrawal symptoms if the drug is stopped.

Alcohol -- The intoxicating chemical found in liquor, wine and beer. It is produced by the action of yeast on sugars and starches. Other forms of alcohol which have industrial uses are not suitable for consumption; denatured alcohol is a combination of methyl and ethyl alcohol; a depressant.

Alternatives to Drug Use -- Activities and experiences that are gratifying and pleasurable and take the place of drug use. this is a process of channeling energy and activity in positive directions appropriate to a person's needs.

Amphetamines -- A group of drugs that stimulates the central nervous system.

Anesthetic -- A drug which produces anesthesia, characterized by loss of sensation to touch and pain, and ultimately loss of consciousness.

Antibiotic -- A substance, usually of microbial origin, that reduces growth of bacteria or kills bacteria.

BAC -- Blood alcohol content; the percentage of alcohol found in the blood, breath, or urine.

Barbiturate -- A chemical derivative of barbituric acid that will produce a calming affect as well as sleep. This group of drugs is potentially hazardous in that they are capable of producing psychological dependence, overdosage with prolonged or frequent use, and life-threatening withdrawal.

Beer -- An alcoholic beverage made from the fermentation of barley or other grains, often flavored with hops or bitter. Contains 3-6% alcohol.

Malt Liquor -- Beer with an increased alcohol content

Near Beer - Beer with alcohol removed or less than .5-1% alcohol.

3.2 Beer -- Beer with 3.2% alcohol content.

Behavior --

Affected -- Judgment begins to lessen, person is less critical actions, reaction time is slowed; indication of mental relaxation may appear.

Impaired -- Judgment is not sound, thinking and reasoning powers are nor clear, the ability to do complex jobs is lessened.

Intoxicated -- Judgment and reasoning powers are severely hampered, cannot do common simple acts without error.

Serious Impairment -- Loss of judgment and inhibitations; clumsy, uncoordinated.

Gross Intoxication -- Unmistakable impairment of all physical and mental activity.

Birth Disorder -- An abnormality of structure, function, or metabolism; whether genetically determined or the result of environmental interference during embryonic or fetal life. A birth disorder may cause disease from the time of conception through birth or later in life.

Blackout -- Temporary loss of memory of what happened during a drinking session--a person is still awake and functioning.

Breathalyzer -- An instrument used to analyze the breath of an individual to determine his or her blood alcohol content.

Breath Testing Machines -- An instrument used to measure the alcohol content of a person's blood through analysis of the person's breath.

Caffeine -- A stimulant drug found in coffee, teas, cola drinks, and chocolate.

Central Nervous System -- The system which controls and coordinates the other systems of the human body.

Cerebellum -- The back part of the brain; controls the balanced movement of muscles.

Cerebrum -- The largest part of the brain located above and in front; it controls thought and other higher mental functions.

Chromosome -- One of the 46 threadlike structures in the nucleus of every cell which contains genes.

Chronic -- Of long duration, denoting a disease of slow progress and long continuance.

Cilia -- Microscopic hairlike process extending from a cell and often capable of motion.

Cirrhosis -- The hardening and degeneration of the liver, in most cases due to excessive and prolonged alcohol use.

Cocaine -- A white powder that is made from the cocoa bush that has local anesthetic and central nervous system stimulant effects.

Codeine -- A mild opiate alkaloid made from morphine, used in cough syrup.

Conception -- The union of sperm and ovum.

Congenital -- Refers to any condition present at birth.

Controlled Substances -- Controlled substances are those placed on a schedule or in special categories to prevent, curtail, or limit their distribution and manufacture. Under the Controlled Substance Act of 1970, the Attorney General of the United States has the authority to place drugs into five schedules or categories, based on their relative potential for abuse, scientific evidence of the drug's pharmacological effect, the state of current scientific knowledge about the drug, and its history and current pattern or abuse.

Convulsions -- Muscular spasm, seizure.

Decision-Making -- The process of choosing a course of action. Decision-making is a skill which must be learned. Becoming aware of this process, the opportunities to make decisions, and one's decision-making style, frees and individual to be and become what he or she chooses. It also brings the concept of individual responsibility for one's behavior very clearly in focus.

Delirium Tremens (DTs) -- A severe psychotic reaction associate with prolonged alcoholism; usually begins during a period of abstinence following a bout with heavy drinking. Characterized by sweating, tremors, anxiety, and hallucinations.

Dendrites -- The branches of a nerve cell which send messages to the cell body.

Dependence, Drug -- The need for a drug which results from the continuous use of that drug. This need can be characterized by psychological and/or physical changes in users which make it difficult for them to control or stop their drug.

Depressant -- Depressants are drugs which may reduce anxiety and excitement. They basically act to depress the activity of the central nervous system. Taken in small doses, they temporarily ease tension in some people and induce sleep. Barbiturates, tranquilizers, and alcohol make up the largest groups of depressant drugs.

Depth Perception -- Ability to judge distance between you and other objects.

Detoxification -- The process of removing alcohol or other drugs from the body without withdrawal complications and to promote recovery from the effects.

Distillation -- Evaporation of liquid by heat and condensation of the resulting vapor or gas into a liquid. The process by which hard liquor is manufactured.

Dosage -- The exact amount of a drug recommended by the physician to be consumed by a patient; usually accompanied by precise instructions, including the exact time, amount, method of ingestion, and frequency of use.

Driving Under the Influence -- Operating or being in physical control of any vehicle while faculties or judgement are impaired by ingested alcohol or other drugs.

Drug -- Any substance that, when taken, changes the functioning of the mind or body of the human organism. Basically, a drug is used to treat illness, to protect against disease, to alter moods and behavior, to promote better health. Drugs are not only controlled substances, but socially accepted drugs, over-the-counter medications, prescriptions, additives, and poisons.

Drug Abuse -- Use of a drug substance to the detriment of either the user or society.

Drug Education -- The aspect of health education that examines drugs, alternatives to drug use, and the complex of social roles and institutions affecting and being affected by drugs.

Drug Misuse -- Use of a drug substance contrary to the instructions of the supplier, the dispenser, or the prescriber.

Drug Use -- Deliberate exposure to a drug substance.

Drunk -- Intoxicated from alcohol ingestion marked by loss of control over ordinary physical activities. Slang terms include intoxicated, loaded, bombed, plastered, tight, and inebriated.

DUI -- Driving under the influence of intoxicants or self-administered drugs.

DWI -- Driving while intoxicated. Same as DUI.

Effectors -- The parts of our bodies which react to stimulation.

Embryo -- An organism in the early stages of development. In humans, from the time of conception until the third month.

Environment -- All the factors surrounding and influencing an organism.

Ethanol -- The chemical substance that makes all alcoholic beverages intoxicating.

Euphoria -- A sense of well-being. This is a false sensation caused by alcohol or other drugs.

Fetal Alcohol Syndrome (FAS) -- A pattern of congenial malformations which occurs in infants born to women suffering from severe, chronic alcoholism. Infants with FAS are typically shorter than normal, underweight, have defects of the skull and face, are hyperactive, display delayed motor and language development, and are mentally retarded.

Fermentation -- The chemical reaction that produces alcohol when yeast and sugar are combined. The process by which wine and beer are manufactured.

Habituation -- A psychological dependence on a drug. A need or a compulsion to continue using a drug.

Hallucinate -- To see or hear things that are not there. Perception without external stimulus.

Hallucinogens -- Prominent pharmacologic action of these drugs is on the Central Nervous System. Hallucinogens produce visual and auditory hallucinogens, perceptual distortions, and disturbances of thought processes. Examples include LSD, PCP, mescaline, and THC.

Hangover -- The unpleasant physical sensations experienced after the immediate effects of excessive drinking wear off. Symptoms can include nausea, headache, and thirst.

Heroin -- A narcotic analgesic derivative of morphine; an illicit drug in the United States.

High -- The feeling, when associated with the use of alcohol or other drugs, characterized by a noticeable, pleasurable effect.

Illicit -- Drugs whose uses are illegal. Examples are the narcotics, marijuana, and psychedelics.

Implied Consent Law -- Under this law, prevailing in all states, a driver by virtue of his or her possessing a driver's license to a chemical test if arrested for an offense involving drinking and driving.

Influences -- Outside influences exert a strong impact on substance use/non-use behaviors. Three categories of influence (peer pressure, significant others, and institutional) should be considered in any substance education program.

Ingestion -- The act of taking a drug into the body swallowing, sniffing, application to the skin, or insertion into the rectum.

Inhibitions -- An inner restraint to free activity, expression, or functioning.

Intervention -- An early identification of a problem and steps taken to prevent worsening of the problem.

Intoxication -- A state of notable mental or physical impairment brought on by ingestion of a drug.

Lethal Dosage -- The amount of a substance required to produce death of an organism.

Licit -- Drugs whose uses are legal. Examples are over-the-counter medications and prescription drugs. Alcohol and tobacco are licit drugs with legal age limitations.

Life Coping Skills -- Ways of dealing with the problems and challenges of living, changing, and growing. Examples of life coping skills are valuing, decision-making, communicating, confronting, asserting, risking, experimenting, withdrawing, fantasizing, denying, meditating, and understanding defense mechanisms.

Maintenance Programs -- Any of a variety of drug rehabilitation programs whose major emphasis involves the dispensing of the user's drug of dependence or an adequate substitute.

Marijuana -- Marijuana is a common plant with the botanical name of Cannabis Sativa. The active (mind-affecting) ingredient is delta-9-tetrahydrocannabinol, or THC.

Metabolism -- The process whereby ingested substances are broken down into a form that can be used by and eliminated from the human organism; is a part of the digestive and excretory system processes of the body.

Metabolize -- The process by which alcohol is broken down and released from the body.

Morphine -- a narcotic extracted from Opium.

Mucus -- The viscous liquid secreted as a protective lubricant coating by glands in the mucous membrane.

Narcotic -- Narcotics are drugs that relieve pain and often induce sleep. The opiates, which are narcotics, include opium and drugs derived from opium, such as morphine, codeine, and heroin. Narcotics also include certain synthetic chemicals that have a morphine-like action, such as methadone.

Nicotine -- The central nervous system stimulant drug found in tobacco.

Non-psychoactive Drugs -- Do not specifically affect feelings, thought, and behavior.

Opium -- The dried juice of the opium poppy.

Overdose (OD) -- An "overdose" of drugs is the amount of drugs taken which causes an acute reaction to the user. A drug over-dose can often be recognized even by a nonmedical observer because it often produces stupor or coma. Often there is low breathing rate as well. Medical help is needed immediately. A first aid measure that can be taken while waiting for medical help includes artificial respiration to restore breathing.

Ovum -- The female sexual cell or egg produced in the ovary.

Peer Pressure -- Social urging to behave in a way that is acceptable among people in one's own general age group. Peer pressure involves the need to be accepted, the need to have friends, and the need to check out our feelings and values with others.

Peyote -- A kind of cactus containing the hallucinogen mescaline.

Physical Dependence -- A condition resulting from repeated use of a drug in which the individual must continue to take the drug to satisfy the body's craving for it. It has two parts: (1) The body gets used to the drug; so it takes more and more of the drug to get the effect the user wants (tolerance). (2) The user has very painful withdrawal symptoms when he/she quits using the drug.

Placenta -- The transfer organ that acts as the major support system between mother and fetus. Allows passage of oxygen and nutrients.

Potency -- The degree of strength or power; usually refers to the relatively small amount which can produce desired or expected effects.

Premature -- A baby born substantially before term.

Prescription Drugs -- Those drugs, medication,k and medical devices subject to regulations by a physician's prescription which are "habit forming," "toxic," "potentially harmful," or whose "method of use" is not safe except under the supervision of a physician. They can only be purchased from a licensed pharmacist.

Prevention -- The organized efforts be individuals, schools, organizations, or agencies designed to deter or inhibit the development of substance abuse or dependency by individuals, and the individual and social problems associated with the abuse or dependency on drugs.

Proof -- A number which is equivalent to double the alcohol content of hard liquor (86 proof whiskey contains 43% alcohol).

Psychedelic -- Mind manifesting, refers to a drug's ability to expand consciousness and manifest capacities of the mind that are not often experienced. Most widely used term for these drugs are hallucinogens.

Psychoactive -- Altering the subjective state of mind; altering perception and consciousness.

Psychological Dependence -- Psychologic dependence refers to an emotional need to periodically or chronically use a drug to obtain pleasure or to avoid discomfort. The individual believes he/she is unable to get along in life without the agent. There is frequently the belief that the agent is an integral part of life. When the drug is symptoms, the user may feel at ease, anxious or irritable. At the same time, the individual may or may not be physically dependent on the drug.

Reaction Time -- The time that a person takes, after sensory perception of a situation, to realize the meaning of a situation, decide what to do about it and start acting.

Receptors -- The parts of our body which receive stimuli from the outside environment.

Rehabilitation -- Means the restoration of a client to the fullest physical, mental, social, vocational, and economic usefulness of which he or she is capable;e. Rehabilitation includes, but is not limited to, medical treatment, counseling, occupational training, social and domestic rehabilitation, and education.

Risk-Taking -- A learned element of the decision-making process. One is willing to take great risks if a particular outcome is highly valued.

Ritalin -- A stimulant drug used in the treatment of hyperactivity.

Sedative-Hypnotics -- Chemical compounds which produce sedation or depression. The behavioral effects of these drugs are dose dependent and range from general tranquilizing effects to sedation, sleep, coma, and death. Include barbiturates, alcohol, and minor tranquilizers.

Self-Concept -- An evaluation of your own worth based on your perception and feelings of how you compare to others.

Side Effects -- Drug actions which are not the specific intended response and usually do not benefit the user; an action other than a drug's primary effect.

Sperm -- The male sexual cell produced in the testes.

Stimulant -- Stimulants are drugs which increase the activity of the central nervous system. They include caffeine, cocaine, and amphetamines. Stimulants are often called "uppers" or "pep pills".

THC -- (delta-9-tetra-hydro-cannabinol) -- The active mind-affecting ingredient in the marijuana plant and variations such as Hash, Hashish, and Hashish Oil.

Tolerance -- Physical tolerance is the body's ability to overcome the usual effects of a drug so that an increased dosage is needed to achieve the same effect as before for the individual. Also, the body's ability to compensate for the physical effects of alcohol use.

Toxic -- Affected by a toxin or poison; poisonous.

Tranquilizer -- A drug used to reduce anxiety and tension. A drug that brings tranquility by calming, soothing, quieting, or pacifying without depressing patients.

Volatile Substance -- Substances like model airplane glue, paint thinner, gasoline, and other volatile (breathable) solvents which contain a variety of chemicals which can cause tissue damage or death when inhaled or ingested. Also can be referred to as inhalants.

Withdrawal Symptoms -- A series of symptoms precipitated in a drug-dependent individual when the drug supply is discontinued. With alcohol this causes various reactions from the hallucinations, shaking, and convulsions to "delirium tremens."

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